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ABSTRACT

One of nine products developed for a comprehensive program (kindergarten through university level) of career development for vocational education in Florida, this manual contains a listing of materials and activities developed for junior high programs. The listing is divided by descriptors into four subdivisions: section "SO," which presents Sarasota County's objectives as keyed to the nine federal objectives with resources used to meet the objectives; section "SR," which contains a listing of materials and activities used at the junior high level in Sarasota County with names of the publishers included; section "SA," which contains abstracts and/or listings of the materials presented in the "SR" section; and section "SP," which includes the addresses of the publishers. The "SO" section is divided into three parts, which include printed curriculum materials, audio-visual materials, and activities. Trade levels are also indicated for each county objective. The materials listed in the "SR" and "SA" sections are keyed to the three divisions of the "SO" section. (VB)

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SARASOTA COUNTY, FLORIDA

JUNIOR HIGH CAREER EDUCATION

MODEL AS BASED ON THE NINE FEDERAL OBJECTIVES

by

P. C. Wu, Ph. D.
John Pelletti, Ed. D.
Donna Groh

Project No. 007VW
Grant No. 4-74-5200

A Comprehensive Program of Vocational Education
for Career Development: K-University

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 9-576

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 016 017

The products produced by Project No. 007VW, Grant No. 4-74-5200, Comprehensive Program of Vocational Education for Career Development K through University incude the following:

A. Career Education and Your Child, A Guide for Parents

B. Community Resource Cuide for Career Education

C. A Model for Implementation of Career Education Into The Community College

D. Manatee County, Florida - Middle School Career Education Model As Based On The Nine Federal Objectives

E. Sarasota County, Florida - Junior High Career Education Model As Based On The Nine Federal Objectives

F. Compilation of Case Studies Exemplary Placement and Followup Studies

G. An Inservice Model: Micro-Interviewing Skills Develped For Occupational Specialists

H. Public Relation and Public Information Inservice Training For Occupational Specialists and Ohter School Personnel

I. Elementary Career Education Activity Resource Guide

SARASOTA COUNTY, FLORIDA

JUNIOR HIGH CAREER EDUCATION

MODEL AS BASED ON THE NINE FEDERAL OBJECTIVES

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SR--Listing of Resources and Activities Utilized SR-1--SR-6
by Sarasota County

SA--Abstracts and/or Listing of Resources Utilized SA-1--SA-113
by Sarasota County

SP--Addresses of Publishers Utilized by SP-1--SP-3
Sarasota County

INTRODUCTION

Presented herein is a junior high school career education program as utilized by Sarasota County, Florida. It is a listing of the materials and activities used by Sarasota's Career Education Project to meet the nine Federal objectives as developed by the United States Office of Education.

The materials and activities listed are presented by grade level(s).

The document contains the following subdivisions:

SO--which contains Sarasota County's objectives as keyed to the nine federal objectives (with resources used to meet the objectives).

SR--which contains a listing of materials and activities used at the junior high level in Sarasota County (with names of the publishers).

SA--which contains abstracts and/or listings of the materials presented in the SR section; and,

SR--which contains the addresses of the publishers

The format of the document follows:

SAMPLE OF SO SECTION

NUMBER OF FEDERAL OBJECTIVE	FEDERAL OBJECTIVE
Letter of Federal Subobjective	Federal Subobjective
Grade Level	County Objective

Section One	Section Two	Section Three
Printed Curriculum Materials 1) Commercially Prepared 2) Teacher Prepared	Audio-Visual Materials	Activities

The numbering of section one (printed curriculum material), section two (audio-visual material), and section three (activities) are keyed into the SR and the SA sections.

Therefore, the reader looking under Federal objective one, subobjective A will find the first item listed under section one to be 1 "Project LOOM." This would immediately tell the reader that this was printed material and the publisher could be located under SR 1-1, and the abstract under SA 1-1 (Note: SA numbers are circled). A quick review would reveal the Florida State University as the developer and/or publisher.

At this juncture, if the reader would like additional information, or if materials are to be ordered, one should refer to the publishers' addresses--SP.

This listing contains the publishers' names in alphabetical order as they normally are seen. Therefore, for example, Frank E. Richards Company would appear as such and not as Richards, Frank E.

It should be mentioned that there are many fine career education materials that do not appear in this model. However, with the proliferation of career education materials, some criteria had to be established. We restricted ourselves to materials as actually used by classroom teachers and guidance counselors in Sarasota County.

The placement and follow-up objectives are not included in this document for a separate placement and follow-up model has been developed by the consortium.

The Federal objective(s) and/or subobjective(s) that do not appear in this document are not covered at the junior high level.

ACKNOWLEDGMENTS

The State of Florida's Career Education Consortium would like to acknowledge and thank the following people for their help. Without their assistance and input this document would not be possible.

Dr. John Pelletti, Project Director
Career Education Project

Mrs. Donna Groh, Occupational Specialist
Career Education Project

SO

Sarasota County's Career Education Objectives as

Keyed to the Nine Federal Objectives

(This section includes resources and/or activities used to meet each county and each federal objective.)

SARASOTA COUNTY

Federal Objective #1: STUDENT WILL DEMONSTRATE INCREASED SELF AWARENESS.

A. Students will be able to describe their own current abilities and limitations.

9--Students will develop an understanding of skills necessary to acquire, establish and progress in employment.

Section 1	Section 2	Section 3
1 Project LOOM	6 Discovery Cass Unit 2	4 Shadowing
2 Orange County	7 The ABC's of Getting and Keeping a Job	5 Speakers
3 Broward County	8 The Financial Market Place Series	6 Field Trips
4 Dade County	9 Introduction to Economics Series	8 Work Experience
	10 It's Your Future Series	
	11 Finding Your Job Series	
	12 Touchdowns and $$$$ The New Athlete	
	13 Alienation and Mass Society	
	14 Changing Role of Women	
	15 Safety at Work	
	19 The Job Attitudes Series	

Federal Objective #2: STUDENT WILL DEMONSTRATE INCREASED COMPETENCY IN BASIC ACADEMIC/VOCATIONAL SKILLS.

D. Students will be able to demonstrate generally useful decision-making skills.

7--Each student will learn to weight the long and short range effects of alternatives to specific problems.

Section 1	Section 2	Series 3
14 Getting Ready for Your Future	2 Discovering Your Personality Series	5 Speakers
22 Bread and Butterflies	4 The Valuing Approach to Career Education III	6 Field Trips
24 Project GROW	7 The ABC's of Getting and Keeping a Job	
25 Game Sim	10 It's Your Future Series	
	11 Finding Your Job Series	
	17 The Adolescent Experience Series	

8--Student will develop the ability to apply the decision-making process to the study of careers.

Section 1	Section 2	Section 3
14 Getting Ready for Your Future	2 Discovering Your Personality Series	4 Shadowing
22 Bread and Butterflies	4 The Valuing Approach to Career Education III	5 Speakers
24 Project GROW	7 The ABC's of Getting and Keeping a Job	6 Field Trips
25 Game Sim	10 It's Your Future Series	
	11 Finding Your Job Series	
	17 The Adolescent Experience Series	

8--Each student will develop an understanding of the results of making appropriate choices related to work or leisure time activities.

Section 1	Section 2	Section 3
14 Getting Ready for Your Future	2 Discovering Your Personality Series	4 Shadowing
22 Bread and Butterflies	4 The Valuing Approach to Career Education III	5 Speakers
24 Project GROW	7 The ABC's of Gettting and Keeping a Job	6 Field Trips
25 Game Sim	10 It's Your Future Series	8 Work Experience
	11 Finding Your Job Series	11 College Night
	17 The Adolescent Experience Series	14 9th Graders Visitation to Vocational-Technical School

9--The student will develop the ability to select courses of action necessary to enter given occupations.

Section 1	Section 2	Section 3
14 Getting Ready for Your Future	2 Discovering Your Personality Series	3 Workshops
22 Bread and Butterflies	4 The Valuing Approach to Career Education III	
24 Project GROW	7 The ABC's of Getting and Keeping a Job	
25 Game Sim	10 It's Your Future Series	
	11 Finding Your Job Series	
	17 The Adolescent Experience	

E. Students will be able to demonstrate generally useful inter-personal skills.

7--Student will develop an understanding of the social and personal relationships and how they affect employment.

Section 1

22 Bread and Butterflies
24 Project GROW

Section 2

2 Discovering Your Personality Series
4 The Valuing Approach to Career Education III
7 The ABC's of Getting and Keeping a Job

Section 3

4 Shadowing
5 Speakers

Federal Objective #3:	STUDENTS WILL DEMONSTRATE INCREASED AWARENESS OF WORK VALUES AND POSSESS A DESIRE TO ENGAGE IN PAID AND/OR UNPAID WORK.

B. Students will possess positive attitudes towards paid and unpaid work.

7--Develop an understanding of how individuals relate to a specific kind of work and the ways they receive satisfaction from that work or leisure time activity.

Section 1

1 Project LOOM
2 Orange County
3 Broward County
4 Dade County
5 Pasco County
7 Directory of Occupational Titles
8 Popeye
9 Florida VIEW
10 Occupational Outlook Handbook
16 Job Experience Kits
17 Widening Occupational Roles Kit
19 Occupational Exploration Kit
20 Occupational VIEW Deck
21 Career Information Kit
22 Bread and Butterflies
24 Project GROW
25 Game Sim

Section 2

1 First Things: Social Studies/ Guidance Series
3 The Career Discovery Series
4 The Valuing Approach to Career Education III
5 Career Clusters and the World of Work
6 Discovery Cass Unit 2
7 The ABC's of Getting and Keeping a Job
8 The Financial Marketplace Series
9 Introduction to Economics Series
10 It's Your Future Series
11 Finding Your Job Series
12 Touchdowns and $$$ The New Athlete
13 Alienation and Mass Society

Section 3

5 Speakers
6 Field Trips

Section 2 (Con't.)

14 Changing Role of Women
15 Safety at Work
16 Keys-Career Exploration
19 The Job Attitudes Series

Federal Objective #4: STUDENTS WILL DEMONSTRATE INCREASED AWARENESS OF AN KNOWLEDGE ABOUT WORK.

B. Students will know differences in work conditions and life styles associated with different types of paid and unpaid work.

7--Students will develop the ability to identify and understand values as they relate to a range of life styles.

Section 1	Section 2	Section 3
22 Bread and Butterflies	2 Discovering Your Personality Series	5 Speakers
24 Project GROW	4 The Valuing Approach to Career Education III	6 Field Trips
25 Game Sim	10 It's Your Future Series	
	11 Finding Your Job Series	
	12 Touchdowns and $$$ The New Athlete	
	13 Alienation and Mass Society	
	14 Changing Role of Women	
	17 The Adolescent Experience Series	
	18 Adolescent Conflicts Series	
	19 The Job Attitudes Series	

8--General Objective: Each student will learn to identify a life style and conditions that determine that life style.

Section 1	Section 2	Section 3
22 Bread and Butterflies	2 Discovering Your Personality Series	4 Shadowing
24 Project GROW	4 The Valuing Approach to Career Education III	5 Speakers
25 Game Sim	10 It's Your Future Series	6 Field Trips
	11 Finding Your Job Series	
	12 Touchdowns and $$$ The New Athlete	
	13 Alienation and Mass Society	
	14 Changing Role of Women	
	17 The Adolescent Experience Series	
	18 Adolescent Conflicts Series	
	19 The Job Attitudes Series	

C. Students will know entry requirements for major types of paid and unpaid work.

9--Each student will be able to select a tentative occupation and set up a schedule to acquire necessary and desired skills.

Section 1

2 Orange County
3 Broward County
4 Dade County
5 Pasco County
7 Directory of Occupational Titles
9 Florida VIEW
10 Occupational Outlook Handbook
11 4 Year College/ University VIEW Deck
12 2 Year College VIEW Deck
13 F.L.A.G.
14 Getting Ready for Your Future
15 P.I.E.S
16 Job Experience Kits
19 Occupational Exploration Kit
20 Occupational VIEW Deck
21 Career Information Kit
25 Game Sim

Section 2

3 The Career Discovery Series
5 Career Clusters and the World of Work
7 The ABC's of Getting and Keeping a Job
10 It's Your Future Series
11 Finding Your Job Series
16 Keys-Career Exploration
19 The Job Attitudes Series

Section 3

4 Shadowing
5 Speakers
6 Field Trips
8 Work Experience
14 9th Graders Visitation to Vocational-Technical School

E. Students will know the important factors that affect work success and satisfaction.

9--Students will develop an understanding of skills necessary to acquire, maintain and progress in employment.

Section 1

1 Project LOOM
2 Orange County
3 Broward County
4 Dade County

Section 2

6 Discovery Cass Unit 2
7 The ABC's of Getting and Keeping a Job
8 The Financial Market Place Series
9 Introduction to Economics Series
10 It's Your Future Series
11 Finding Your Job Series
12 Touchdowns and $$$ The New Athlete
13 Alienation and Mass Society

Section 3

4 Shadowing
5 Speakers
6 Field Trips
8 Work Experience
14 9th Graders Visitation to Vocational-Technical School

Section 2 (Con't.)

14 Changing Role of Women
15 Safety at Work
19 The Job Attitudes Series

Federal Objective #5: STUDENTS WILL DEMONSTRATE INCREASED COMPETENCY IN CAREER DECISION-MAKING SKILLS.

A. Students will be able to associate their own abilities and limitations with possible success in present or future paid and unpaid work.

8--Each student will develop an awareness of his or her abilities and interest in relation to specific career requirements.

Section 1

2 Orange County
3 Broward County
7 Directory of Occupational Titles
8 Popeye
9 Florida VIEW
10 Occupational Outlook Handbook
15 P.I.E.S.
16 Job Experience Kits
17 Widening Occupational Roles Kit
19 Occupational Exploration Kit
20 Occupational VIEW Deck
21 Career Information Kit
24 Project GROW

Section 2

3 The Career Discovery Series
4 The Valuing Approach to Career Education III
5 Career Clusters and the World of Work
6 Discovery Cass Unit 2
10 It's Your Future Series
11 Finding Your Job Series
16 Keys-Career Exploration

Section 3

4 Shadowing
5 Speakers
6 Field Trips

9--Each student will learn to identify a tentative occupation and set up a schedule to acquire necessary and desirable skills.

Section 1

2 Orange County
3 Broward County
4 Dade County
5 Pasco County
7 Directory of Occupational Titles
9 Florida VIEW
10 Occupational Outlook Handbook
11 4 Year College/ University VIEW Deck
12 2 Year College VIEW Deck
13 F.L.A.G.
14 Getting Ready for Your Future
15 P.I.E.S.

Section 2

3 The Career Discovery Series
5 Career Clusters and the World of Work
7 The ABC's of Getting and Keeping a Job
10 It's Your Future Series
11 Finding Your Job Series
16 Keys-Career Exploration
19 The Job Attitudes Series

Section 3

4 Shadowing
5 Speakers
6 Field Trips
8 Work Experience
14 9th Graders Visitation to Vocational-Technical School

Section 1 (Con't.)

19 Occupational Exploration Kit
20 Occupational VIEW Deck
21 Career Information Kit
25 Game Sim

B. Students will be able to relate their personal interests and values to types of paid and unpaid work and their associated life-styles.

7--Develop an understanding of how individuals relate to a specific kind of work and the ways they receive satisfaction from that work or leisure time activity.

Section 1

1 Project LOOM
2 Orange County
3 Broward County
4 Dade County
5 Pasco County
7 Directory of Occupational Titles
8 Popeye
9 Florida VIEW
10 Occupational Outlook Handbook
16 Job Experience Kits
17 Widening Occupational Roles Kit
19 Occupational Exploration Kit
20 Occupational VIEW Deck
21 Career Information Kit
22 Bread and Butterflies
24 Project GROW
25 Game Sim

Section 2

1 First Things: Social Studies/ Guidance Series
3 The Career Discovery Series
4 The Valuing Approach to Career Education III
5 Career Clusters and the World of Work
6 Discovery Cass Unit 2
7 The ABC's of Getting and Keeping a Job
8 The Financial Marketplace Series
9 Introduction to Economics Series
10 It's Your Future Series
11 Finding Your Job Series
12 Touchdowns and $$$ The New Athlete
13 Alienation and Mass Society
14 Changing Role of Women
15 Safety at Work
16 Keys-Career Exploration
19 The Job Attitudes Series

Section 3

5 Speakers
6 Field Trips

8--Each student will learn to identify a life-style and conditions which determine that life-style.

Section 1

22 Bread and Butterflies
24 Project GROW
25 Game Sim

Section 2

2 Discovering Your Personality Series
4 The Valuing Approach to Career Education III
10 It's Your Future Series
11 Finding Your Job Series
12 Touchdowns and $$$ The New Athlete
13 Alienation and Mass Society
14 Changing Role of Women
17 The Adolescent Experience Series
18 Adolescent Conflicts Series
19 The Job Attitudes Series

Section 3

4 Shadowing
5 Speakers
6 Field Trips

9--Each student will be able to select a tentative occupation and set up a schedule to acquire necessary and desired skills.

Section 1

2 Orange County
3 Broward County
4 Dade County
5 Pasco County
7 Directory of Occupational Titles
9 Florida VIEW
10 Occupational Outlook Handbook
11 4 Year College/ University VIEW Deck
12 2 Year College VIEW Deck
13 F.L.A.G.
14 Getting Ready for Your Future
15 P.I.E.S.
16 Job Experience Kits
19 Occupational Exploration Kit
20 Occupational VIEW Deck
21 Career Information Kit
25 Game Sim

Section 2

3 The Career Discovery Series
5 Career Clusters and the World of Work
7 The ABC's of Getting and Keeping a Job
10 It's Your Future Series
11 Finding Your Job Series
16 Keys-Career Exploration
19 The Job Attitudes Series

Section 3

4 Shadowing
5 Speakers
6 Field Trips
8 Work Experience
14 9th Graders Visitation to Vocational-Technical School

C. Students will be able to identify, locate, and utilize sources of information to solve career decision-making problems.

9--Student will develop the skills necessary to refine previous career decisions based on counseling, work experience, and available information.

Section 1

7 Directory of Occupational Titles
9 Florida VIEW
10 Occupational Outlook Handbook
11 4 Year College/ University VIEW Deck
12 2 Year College VIEW Deck
13 F.L.A.G.
14 Getting Ready for Your Future
15 P.I.E.S.
16 Job Experience Kits
19 Occupational Exploration Kits
20 Occupational VIEW Deck
21 Career Information Kit

Section 2

3 The Career Discovery Series
4 The Valuing Approach to Career Education III
5 Career Clusters and the World of Work
7 The ABC's of Getting and Keeping a Job
10 It's Your Future Series
11 Finding Your Job Series
16 Keys-Career Exploration
19 The Job Attitudes Series

Section 3

4 Shadowing
5 Speakers
6 Field Trips
8 Work Experience
14 9th Graders Visitation to Vocational-Technical School

9--Each student will be able to select a tentative occupation and set up a schedule to acquire necessary and desired skills.

Section 1

2 Orange County
3 Broward County
4 Dade County
5 Pasco County
7 Directory of Occupational Titles
9 Florida VIEW
10 Occupational Outlook Handbook
11 4 Year College/ University VIEW Deck
12 2 Year College VIEW Deck
13 F.L.A.G.
14 Getting Ready for Your Future
15 P.I.E.S.
16 Job Experience Kits
19 Occupational Exploration Kit

Section 2

3 The Career Discovery Series
5 Career Clusters and the World of Work
7 The ABC's of Getting and Keeping a Job
10 It's Your Future Series
11 Finding Your Job Series
16 Keys-Career Exploration
19 The Job Attitudes Series

Section 3

4 Shadowing
5 Speakers
6 Field Trips
8 Work Experience
14 9th Graders Visitation to Vocational-Technical School

Section 1 (Con't.)

20 Occupational VIEW Deck
21 Career Information Kit
25 Game Sim

D. Students will be able to determine the material for future advancement/personal growth in work of their choosing.

9--Students will develop an understanding of skills necessary to acquire, maintain and progress in employment.

Section 1

1 Project LOOM
2 Orange County
3 Broward County
4 Dade County

Section 2

6 Discovery Cass Unit 2
7 The ABC's of Getting and Keeping a Job
8 The Financial Market Place Series
9 Introduction to Economics Series
10 It's Your Future Series
11 Finding Your Job Series
12 Touchdowns and $$$ The New Athlete
13 Alienation and Mass Society
14 Changing Role of Women
15 Safety at Work
19 The Job Attitudes Series

Series 3

1 What Are You Going To Be When You Grow Up, Georgie Brown?
5 Speakers
6 Field Trips

E. Students will know the steps to be taken and the factors to be considered in career planning.

7--Each student will learn to weigh the long- and short-range effects of alternatives to specific problems.

Section 1

14 Getting Ready for Your Future
22 Bread and Butterflies
24 Project GROW
25 Game Sim

Section 2

2 Discovering your Personality Series
4 The Valuing Approach to Career Education III
7 The ABC's of Getting and Keeping a Job
10 It's Your Future Series
11 Finding Your Job Series
17 The Adolescent Experience Series

Section 3

1 What Are You Going To Be When You Grow Up, Georgie Brown?
5 Speakers
6 Field Trips

8--Each student will develop an understanding of the results of making appropriate choices related to work or leisure time activities.

Section 1	Section 2	Section 3
14 Getting Ready for Your Future	2 Discovering Your Personality Series	5 Speakers
22 Bread and Butterflies	4 The Valuing Approach to Career Education III	6 Field Trips
24 Project GROW	7 The ABC's of Getting and Keeping a Job	
25 Game Sim	10 It's Your Future Series	
	11 Finding Your Job Series	
	17 The Adolescent Experience Series	

8--Students will develop the ability to apply the decision-making process to the study of careers.

Section 1	Section 2	Section 3
14 Getting Ready for Your Future	2 Discovering Your Personality Series	4 Shadowing
22 Bread and Butterflies	4 The Valuing Approach to Career Education III	5 Speakers
24 Project GROW	7 The ABC's of Getting and Keeping a Job	6 Field Trips
25 Game Sim	10 It's Your Future Series	
	11 Finding Your Job Series	
	17 The Adolescent Experience Series	

9--The student will develop the ability to select courses of action necessary to enter given occupations.

Section 1	Section 2	Section 3
14 Getting Ready for Your Future	2 Discovering Your Personality Series	4 Shadowing
22 Bread and Butterflies	4 The Valuing Approach to Career Education III	5 Speakers
24 Project GROW	7 The ABC's of Getting and Keeping a Job	6 Field Trips
25 Game Sim	10 It's Your Future Series	
	11 Finding Your Job Series	
	17 The Adolescent Experience	

9--The student will develop the skills necessary to refine previous career decisions based on counseling, work experience, and available information.

Section 1	Section 2	Section 3
7 Directory of Occupational Titles	3 The Career Discovery Series	4 Shadowing
9 Florida VIEW	4 The Valuing Approach to Career Education III	5 Speakers
10 Occupational Outlook Handbook	5 Career Clusters and the World of Work	6 Field Trips
11 4 Year College/ University VIEW Deck	7 The ABC's of Getting and Keeping a Job	8 Work Experience
12 2 Year College VIEW Deck	10 It's Your Future Series	14 9th Graders Visitation to Vocational-Technical School
13 F.L.A.G.	11 Finding Your Job Series	
14 Getting Ready for Your Future	16 Keys-Career Exploration	
15 P.I.E.S.	19 The Job Attitudes Series	
16 Job Experience Kits		
19 Occupational Exploration Kits		
20 Occupational VIEW Deck		
21 Career Information Kit		

Federal Objective #6: STUDENT WILL DEVELOP GOOD WORK HABITS.

D. Students will have a positive attitude towards conservation of environmental and human resources in accomplishing work tasks.

8--Students will develop the ability to apply this decision-making process to the study of careers.

Section 1	Section 2	Section 3
14 Getting Ready for Your Future	2 Discovering Your Personality Series	4 Shadowing
22 Bread and Butterflies	4 The Valuing Approach to Career Education	5 Speakers
24 Project GROW	7 The ABC's of Getting and Keeping a Job	6 Field Trips
25 Game Sim	10 It's Your Future Series	
	11 Finding Your Job Series	
	17 The Adolescent Experience Series	

9--The student will develop the ability to select courses of action necessary to enter given occupations.

Section 1	Section 2	Section 3
14 Getting Ready for Your Future	2 Discovering Your Personality Series	3 Workshops
22 Bread and Butterflies	4 The Valuing Approach to Career Education	
24 Project GROW	7 The ABC's of Getting and Keeping a Job	
25 Game Sim	10 It's Your Future Series	
	11 Finding Your Job Series	
	17 The Adolescent Experience	

9--Students will develop the skills necessary to refine previous career decisions based on counseling, work experience, and available information.

Section 1	Section 2	Section 3
7 Directory of Occupational Titles	3 The Career Discovery Series	4 Shadowing
9 Florida VIEW	4 The Valuing Approach to Career Education III	5 Speakers
10 Occupational Outlook Handbook	5 Career Clusters and the World of Work	6 Field Trips
11 4 Year College/ University VIEW Deck	7 The ABC's of Getting and Keeping	8 Work Experience
12 2 Year College VIEW Deck	10 It's Your Future Series	14 9th Graders Visitation to Vocational-Technical School
13 F.L.A.G.	11 Finding Your Job Series	
14 Getting Ready for Your Future	16 Keys-Career Exploration	
15 P.I.E.S.	19 The Job Attitudes Series	
16 Job Experience Kits		
19 Occupational Exploration Kits		
20 Occupational VIEW Deck		
21 Career Information Kit		

7--Students will develop the skills necessary to refine previous career decisions based on counseling, work experience, and available information.

Section 1	Section 2	Section 3
7 Directory of Occupational Titles	3 The Career Discovery Series	4 Shadowing
9 Florida VIEW	4 The Valuing Approach to Career Education III	5 Speakers
10 Occupational Outlook Handbook		6 Field Trips
		8 Work Experience

Section 1 (Con't.)

11 4 Year College/ University VIEW Deck
12 2 Year College VIEW Deck
13 F.L.A.G.
14 Getting Ready for Your Future
15 P. I. E. S.
16 Job Experience Kits
19 Occupational Exploration Kits
20 Occupational VIEW Deck
21 Career Information Kit

Section 2 (Con't.)

5 Career Clusters and the World of Work
7 The ABC's of Getting and Keeping a Job
10 It's Your Future Series
11 Finding Your Job Series
16 Keys-Career Exploration
19 The Job Attitudes Series

Section 3 (Con't.)

14 9th Graders Visitation to Vocational-Technical School

E. Students will have a positive attitude toward responsibility for their own behavior and accomplishment of self-imposed work tasks.

7--Develop an understanding of how individuals relate to a specific kind of work and the ways they receive satisfaction from that work or leisure time activities.

Section 1

1 Project LOOM
2 Orange County
3 Broward County
4 Dade County
5 Pasco County
7 Directory of Occupational Titles
8 Popeye
9 Florida VIEW
10 Occupational Outlook Handbook
16 Job Experience Kits
17 Widening Occupational Roles Kit
19 Occupational Exploration Kit
20 Occupational VIEW Deck
21 Career Information Kit
22 Bread and Butterflies
24 Project GROW
25 Game Sim

Section 2

1 First Things: Social Studies/ Guidance Series
3 The Career Discovery Series
4 The Valuing Approach to Career Education III
5 Career Clusters and the World of Work
6 Discovery Cass Unit 2
7 The ABC's of Getting and Keeping a Job
8 The Financial Marketplace Series
9 Introduction to Economics Series
10 It's Your Future Series
11 Finding Your Job Series
12 Touchdowns and $$$ The New Athlete
13 Alienation and Mass Society

Section 3

5 Speakers
6 Field Trips

Section 2 (Con't.)

14 Changing Role of Women
15 Safety at Work
16 Keys-Career Exploration
19 The Job Attitudes Series

Federal Objective #7: STUDENTS WILL DEMONSTRATE WORK-SEEKING AND WORK-GETTING SKILLS:

A. Student will be able to identify, locate, and utilize sources that contain information about existing paid and unpaid work possibilities.

9--Students will develop the skills necessary to refine previous career decisions based on counseling, work experience, and available information.

Section 1

7 Directory of Occupational Titles
9 Florida VIEW
10 Occupational Outlook Handbook
11 4 Year College/ University VIEW Deck
12 2 Year College VIEW Deck
13 F.L.A.G.
14 Getting Ready for Your Future
15 P.I.E.S.
16 Job Experience Kits
19 Occupational Exploration Kits
20 Occupational VIEW Deck
21 Career Information Kit

Section 2

3 The Career Discovery Series
4 The Valuing Approach to Career Education III
5 Career Clusters and the World of Work
7 The ABC's of Getting and Keeping a Job
10 Its' Your Future Series
11 Finding Your Job Series
16 Keys-Career Exploration
19 The Job Attitudes Series

Section 3

4 Shadowing
5 Speakers
6 Field Trips
8 Work Experience
14 9th Graders Visitation to Vocational-Technical School

9--Each student will be able to select a tentative occupation and set up a schedule to acquire necessary and desired skills.

Section 1

2 Orange County
3 Broward County
4 Dade County
5 Pasco County
7 Directory of Occupational Titles
9 Florida VIEW
10 Occupational Outlook Handbook
11 4 Year College/ University VIEW Deck
12 2 Year College VIEW Deck
15 F.L.A.G.

Section 2

3 The Career Discovery Series
5 Career Clusters and the World of Work
7 The ABC's of Getting and Keeping a Job
10 It's Your Future Series
11 Finding Your Job Series
16 Keys- Career Exploration
19 The Job Attitudes Series

Section 3

4 Shadowing
5 Speakers
6 Field Trips
8 Work Experience
14 9th Graders Vistation to Vocational-Technical School

Section 1 (Con't.)

14 Getting Ready for Your Future
15 P.I.E.S.
16 Job Experience Kits
19 Occupational Exploration Kit
20 Occupational VIEW Deck
21 Career Information Kit
25 Game Sim

B. Students will be able to demonstrate skills required in applying for and accepting work.

9--Each student will be able to select a tentative occupation and set up a schedule to acquire necessary and desired skills.

Section 1

2 Orange County
3 Broward County
4 Dade County
5 Pasco County
7 Directory of Occupational Titles
9 Florida VIEW
10 Occupational Outlook Handbook
11 4 Year College/ University VIEW Deck
12 2 Year College VIEW Deck
13 F.L.A.G.
14 Getting Ready for Your Future
15 P.I.E.S.
16 Job Experience Kits
19 Occupational Exploration Kit
20 Occupational VIEW Deck
21 Career Information Kit
25 Game Sim

Section 2

3 The Career Discovery Series
5 Career Clusters and the World of Work
7 The ABC's of Getting and Keeping a Job
10 It's Your Future Series
11 Finding Your Job Series
16 Keys-Career Exploration
19 The Job Attitudes Series

Section 3

4 Shadowing
5 Speakers
6 Field Trips
8 Work Experience
14 9th Graders Visitation to Vocational-Technical School

9--Students will develop an understanding of skills necessary to acquire, maintain and progress in employment.

Section 1

1 Project LOOM
2 Orange County
3 Broward County
4 Dade County

Section 2

6 Discovery Cass Unit 2
7 The ABC's of Getting and Keeping a Job
8 The Financial Marketplace Series
9 Introduction to Economics Series
10 It's Your Future Series
11 Finding Your Job Series
12 Touchdowns and $$$ The New Athlete
13 Alienation and Mass Society
14 Changing Role of Women
15 Safety at Work
19 The Job Attitudes Series

Section 3

4 Shadowing
5 Speakers
6 Field Trips
8 Work Experience

Federal Objective #9: STUDENTS WILL BE AWARE OF MEANS AVAILABLE FOR CONTINUED EDUCATION ONCE THEY HAVE LEFT THE FORMAL EDUCATIONAL SYSTEM.

A. Students will be able to identify sources of additional education in major types of paid and unpaid work.

9--Each student will be able to select a tentative occupation and set up a schedule to acquire necessary and desired skills.

Section 1

2 Orange County
3 Broward County
4 Dade County
5 Pasco County
7 Directory of Occupational Titles
9 Florida VIEW
10 Occupational Outlook Handbook
11 4 Year College/ University VIEW Deck
12 2 Year College
13 F.L.A.G.
14 Getting Ready for Your Future
15 P.I.E.S.
16 Job Experience Kits

Section 2

3 The Career Discovery Series
5 Career Clusters and the World of Work
7 The ABC's of Getting and Keeping a Job
10 It's Your Future Series
11 Finding Your Job Series
16 Keys-Career Exploration
19 The Job Attitudes Series

Section 3

4 Shadowing
5 Speakers
6 Field Trips
8 Work Experience
14 9th Graders Visitation to Vocational-Technical School

Section 1 (Con't.)

19 Occupational Exploration Kit
20 Occupational VIEW Deck
21 Career Information Kit
25 Game Sim

9--Students will develop an understanding of skills necessary to acquire, maintain and progress in employment.

Section 1	Section 2	Section 3
1 Project LOOM	6 Discovery Cass Unit 2	4 Shadowing
2 Orange County	7 The ABC's of Getting and Keeping a Job	5 Speakers
3 Broward County	8 The Financial Market Place Series	6 Field Trips
4 Dade County	9 Introduction to Economics Series	7 Work Experience
	10 It's Your Future Series	
	11 Finding Your Job Series	
	12 Touchdowns and $$$ The New Athlete	
	13 Alienation and Mass Society	
	14 Changing Role of Women	
	15 Safety at Work	
	19 The Job Attitudes Series	

SR

Listing of Resources and Activities

Utilized by Sarasota County

SARASOTA COUNTY

COMMERCIAL AND TEACHER PREPARED MATERIALS

JUNIOR HIGH

1-1 LOOM--The Florida State University

1-2 ORANGE COUNTY--Orange County, Florida

1-3 BROWARD COUNTY--Broward County, Florida

1-4 DADE COUNTY--Dade County, Florida

1-5 PASCO COUNTY--Pasco County, Florida

1-6 CORONADO, CALIFORNIA--Coronado County, California

1-7 DIRECTORY OF OCCUPATIONAL TITLES--U. S. Department of Labor

1-8 POPEYE--King Features

1-9 FLORIDA VIEW--Florida State Department of Education

1-10 OCCUPATIONAL OUTLOOK HANDBOOK--U. S. Department of Labor

1-11 4 YEAR COLLEGE/UNIVERSITY VIEW DECK--Chronicle Guidance

1-12 2 YEAR COLLEGE VIEW DECK--Chronicle Guidance

1-13 F.L.A.G.--Sarasota County, Florida

1-14 GETTING READY FOR YOUR FUTURE--Pineview School, Sarasota County, Florida

1-15 P.I.E.S.--Education Achievement Corporation

1-16 JOB EXPERIENCE KITS--Science Research Associates

1-17 WIDENING OCCUPATIONAL ROLES KIT--Science Research Associates

1-18 PROGRAMMED WORK AWARENESS KITS--Chronicle Guidance

1-19 OCCUPATIONAL EXPLORATION KIT--Science Research Associates

1-20 OCCUPATIONAL VIEW DECK--Chronicle Guidance

1-21 CAREER INFORMATION KIT--Science Research Associates

1-22 BREAD AND BUTTERFLIES--Agency for Instructional Television

1-23 YELLOW BRICK ROAD--Career Education Center, The Florida State University

1-24 PROJECT GROW--Career Education Center, The Florida State University

1-25 GAME SIM--California Learning Simulations

1-26 LIFE CAREER DEVELOPMENT SYSTEM (LCDS)--Human Development Services

AUDIO VISUAL

2-1 FIRST THINGS: SOCIAL STUDIES/GUIDANCE SERIES--Guidance Associates
- 2-1-1 "What Happens Between People?"
- 2-1-2 "What Do You Expect of Others?"
- 2-1-3 "What Do You Think You Are?"
- 2-1-4 "Guess Who's in a Group?"
- 2-1-5 "You Get Mad: Are You Glad?"

2-2 DISCOVERING YOUR PERSONALITY SERIES--Guidance Associates
- 2-2-1 "Exploring Your Feelings"
- 2-2-2 "Who Are You?"
- 2-2-3 "Belonging to a Group"

2-3 THE CAREER DISCOVERY SERIES--Guidance Associates
- 2-3-1 "People Who Work in Science"
- 2-3-2 "People Who Make Things"
- 2-3-3 "People Who Organize Facts"
- 2-3-4 "People Who Influence Others"
- 2-3-5 "People Who Help Others"
- 2-3-6 "People Who Create Art"

2-4 THE VALUING APPROACH TO CAREER EDUCATION--Education Achievement Corporation

2-5 CAREER CLUSTERS AND THE WORLD OF WORK--Educational Properties, Inc.

2-6 DISCOVERY CASS UNIT 2--Scholastic Book Services

2-7 THE ABC'S OF GETTING AND KEEPING A JOB--Eye Gate
- 2-7-1 "The ABC's of Getting and Keeping a Job
- 2-7-2 "Preparing for the Job You Want
- 2-7-3 "Applying for the Job You Want
- 2-7-4 "On the Job"
- 2-7-5 "Budgeting Your Money"
- 2-7-6 "Labor Union"
- 2-7-7 "Health Rules to Follow"
- 2-7-8 "Quizstrip"

2-8 THE FINANCIAL MARKETPLACE SERIES--Eye Gate
- 2-8-1 "Institutions We Deal With"
- 2-8-2 "The Different Forms of Business"
- 2-8-3 "Going into Business"
- 2-8-4 "What Is the Stock Market"
- 2-8-5 "How Does the Stock Market Work?"
- 2-8-6 "What It Means to You"

2-9 INTRODUCTION TO ECONOMICS SERIES--Eye Gate
- 2-9-1 "What Is an Economy?"
- 2-9-2 "What Is Money?"
- 2-9-3 "What We Buy and Sell"
- 2-9-4 "The Economy of the Community"
- 2-9-5 "We Are the Economy"
- 2-9-6 "Financing a Country"

2-10 IT'S YOUR FUTURE SERIES--Eye Gate
- 2-10-1 "A Look at the Future"
- 2-10-2 "In Training"
- 2-10-3 "Seeing the Whole Picture"
- 2-10-4 "Know-How and Your Future"

2-11 FINDING YOUR JOB SERIES--Eye Gate
- 2-11-1 "Working for Someone Else"
- 2-11-2 "What Can You Do?"
- 2-11-3 "Job Shopping"
- 2-11-4 "The Job Interview"
- 2-11-5 "Getting a Better Job"
- 2-11-6 "Finding a Career"

2-12 TOUCHDOWNS AND $$$: THE NEW ATHLETE--Scott Education Division

2-13 ALIENATION AND MASS SOCIETY--Scott Education Division

2-14 CHANGING ROLE OF WOMEN--Scott Education Division

2-15 SAFETY AT WORK--Scott Education Division
- 2-15-1 "On Guard"
- 2-15-2 "The Safe Program"
- 2-15-3 "Practicing Safety"
- 2-15-4 "Protecting Your Eyes"
- 2-15-5 "Using Hand and Bench Tools"
- 2-15-6 "Operating Power Machines"
- 2-15-7 "Preparing for Emergencies"
- 2-15-8 "Wounds-Sprains-Fractures"
- 2-15-9 "Shock-Fainting-Burns-Eye Emergencies"
- 2-15-10 "Artificial Respiration"

2-16 KEYS-CAREER EXPLORATION-- Science Research Associates

- 2-16-1 "Overview"
- 2-16-2 "Outdoor Interest"
- 2-16-3 "Mechanical Interest"
- 2-16-4 "Computational Interest"
- 2-16-5 "Scientific Interest"
- 2-16-6 "Persuasive Interest"
- 2-16-7 "Artistic & Musical Insterest"
- 2-16-8 "Literary Interest"
- 2-16-9 "Social Service Interest"
- 2-16-10 "Clerical Interest"

2-17 THE ADOLESCENT EXPERIENCE SERIES--Guidance Associates
- 2-17-1 "Developing Values"
- 2-17-2 "Setting Goals"
- 2-17-3 "Interpersonal Relationships"
- 2-17-4 "Shaping Identity"
- 2-17-5 "Forming Beliefs"

2-18 ADOLESCENT CONFLICTS SERIES--Guidance Associates
- 2-18-1 "Dealing with Group Pressure"
- 2-18-2 "Coping with Jealousy"
- 2-18-3 "Dealing with Anger"
- 2-18-4 "Seeking Independence"
- 2-18-5 "Coping with Competition"

2-19 THE JOB ATTITUDES SERIES--Guidance Associates
- 2-19-1 "On the Job: Four Trainees"
- 2-19-2 "Trouble at Work"
- 2-19-3 "A Job That Goes Someplace"
- 2-19-4 "Why Work at All?"
- 2-19-5 "Liking Your Job and Your Life"
- 2-19-6 "Career Values: What Really Matters to You?"
- 2-19-7 "Preparing for the Jobs of the '70's"
- 2-19-8 "The Paycheck Puzzle"
- 2-19-9 "Choosing Your Career"
- 2-19-10 "Preparing for the World of Work"
- 2-19-11 "Job Hunting: Where To Begin"
- 2-19-12 "The Changing Work Ethic"
- 2-19-13 "Your Job Interview"
- 2-19-14 "Jobs for You: It's Happening in Home Economics

ACTIVITIES

3-1 "WHAT ARE YOU GOING TO BE WHEN YOU GROW UP, GEORGIE BROWN?"
Play by Alta Vista Elementary School

3-2 CAREER DAY

3-3 WORKSHOPS

3-4 SHADOWING

3-5 SPEAKERS

3-6 FIELD TRIPS

3-7 CO-OP

3-8 WORK EXPERIENCE

3-9 J.E.T.--Junior Executive Training Program

3-10 PLACEMENT AND FOLLOW-UP
- 3-10-1 Newspaper
- 3-10-2 Radio--Student of the Day

3-11 COLLEGE NIGHT

3-12 ENTERPRISE '76

3-13 SOPHOMORE ORIENTATION PROGRAMS

3-14 9th GRADERS VISITATION TO VOCATIONAL-TECHNICAL SCHOOL

3-15 COMMUNITY SERVICE PROGRAM
- 3-15-1 Amigo Program
- 3-15-2 Teenage Volunteers
- 3-15-3 Sheriff Cadets
- 3-15-4 Recreation Trainees
- 3-15-5 Explorers
- 3-15-6 (Coast Federal)

SA

Abstracts and/or Listings of Resources

Utilized by Sarasota County

Project LOOM (Learner-Oriented Occupational Materials)
Director: Ernest G. Berger
Vocational, Technical and Industrial Arts Education
Building 218
The Florida State University
Tallahassee, Florida 32306

ABSTRACT

Project LOOM was funded in 1970 and developed at Florida State University to meet the need for a comprehensive K-8 program in career education. It started out as a curriculum research and development project and ended in product development of a delivery system which included learning units in the 15 occupational clusters. The project also developed supplemental materails such as slides, scripts, filmstrips and realia kits suitable for fusing an activity-based career awareness and sxploration into existing elementary and middle school academic curriculae. The completed materials were disseminated and diffused throughout the state of Florida and was used as a model program for many other states, Korea, and the U.S. Army Dependent System in Europe. LOOM Demonstration Center in Hillsborough County was established and many workshops conducted throughout the state of Florida to train teachers in the use and infusion of these hands-on materials. A consultant service is abailable by contacting Ernest G. Berger, Project Director, Building 218, Florida State University, Tallahassee, FL 32306. Sample units are available upon request.

SECONDARY MATERIALS LISTING

CORRELATING ACADEMIC CURRICULUM FOR CAREER EDUCATION

(PINK PACKS)

ORANGE COUNTY CAREER DEVELOPMENT PROGRAM

410 Woods Avenue

Orlando, Florida 32805

ROBERT MEGOW, DIRECTOR

BILL RIPLEY, PROGRAM COORDINATOR

PATRICIA ARREDONDO, CURRICULUM RESEARCH ASSOCIATE

TABLE OF CONTENTS

Explanation of brochure	----------	pages 1 and 2
Language Arts	----------	pages 3 - 11
Science	----------	pages 12 - 17
Mathematics	----------	pages 18 - 23
Social Studies	----------	pages 24 - 32

The following "Pink Packs" (career related curriculum) have been written by classroom teachers under the direction of the Orange County Career Development Program.

The listing is organized by subject area and basic career clusters. To use, first locate the subject area in which you are interested (Language Arts, Science, Mathematics or Social Studies). Then consider which career area would be most adaptable to your own lesson plans and determine under which basic career cluster such an area would fall. For example, an activity in a drama class concerning television production would be located under Language Arts, Communications and Media Cluster.

The clusters are:

Agri-Business
Business and Office
Communications and Media
Consumer and Homemaking
Construction
Environmental Occupations
Fine Arts and Humanities
Health
Hospitality and Recreation
Manufacturing
Marine Science
Market and Distribution
Personal Service
Public Service
Transportation

Many of the "Pink Packs" are self contained, though a few do require outside resources; the packages contain both career information and career related study sheets and activities in

the given subject area. The grade levels range from very basic to advanced. It is suggested, therefore, that you order a single examination copy of the "Pink Pack" desired in order to determine its appropriateness for your students. You may then order selected study sheets in quantity for use by your students.

LANGUAGE ARTS

CAREER RELATED MATERIALS
(PINK PACKS - CORRELATING MATERIALS)

Cluster: AGRI-BUSINESS

Pink Pack: CAREERS IN AGRI-BUSINESS
defining "agri-business;" resource speaker and field trip; listing agri-business products and jobs related to each; constructing related posters of collages; play "Where The Lillies Bloom" included with related questions on agri-business' role in life of central characters; researching and reporting on migrant workers; relating services of news media to agricultural workers; creating cartoons; vocabulary building game; related cross-word puzzle; reading and reporting on selected literary works related to agri-business, viewing and discussing TV programs with agri-business themes or backgrounds; related short story, "Rock and Rye" included; researching and reporting on Citrus Industry.

(Junior High) SS# 9.848 (2)(b)(c)(d)(e)(f)(g)(h)(i)

(Senior High) SS# 9.9411 (2)(b)(c)(d)(e)(f)(g)(h)(i)

Cluster: BUSINESS AND OFFICE

Pink Pack: CAREERS IN COMPUTER INDUSTRY
researching and reporting on individuals who made contributions to field of computers; researching and reporting of various fields in which computers have been utilized; defining related terms; related word search puzzle; reading and/or viewing related literary works or plays (related plays and poems included); discuss effect of computer on modern values and relate to selected plays ("The Veldt" and "The Forbin Project" included); reading Space Odyssey and tracing relationship between human characters and computer; reading included selection from Future Shock and discussing contemporary implications; determining whether selected questions are logical or emotional; role playing given situations dealing with logic and emotion (related articles included); creating dialogue between computers on human development; drawing and/or captioning cartoons concerning computers; role playing situations evolving around computers.

(Junior High) SS# 9.848 (2)(a)(c)(d)(e)(f)(g)(h)(i)

(Senior High) SS# 9.411 (2)(a)(c)(d)(e)(f)(g)(h)(i)

Pink Pack: CAREERS IN BANKING
discussing types and functions of banks; researching and reporting on Federal Reserve System, history of money, individuals who contributed to banking industry; discussing concept of "good life" (related article included); information on money and its evolution; types of monies for foreign countries included; role playing of related situations; reading and analyzing selected literary works concerning money and banking; researching origin of coins; constructing related posters; exhibiting foreign coins.

(Junior High) SS# 9.848 (2)(a)(c)(d)(e)(f)(g)(h)(i)

(Senior High) SS# 9.941 (2)(a)(c)(d)(e)(f)(g)(h)(i)

Pink Pack: CAREERS IN INSURANCE
related word game; suggested debate topics; researching and reporting on Lloyd's of London; related role playing; reading suggested literary selections and discussing the role insurance plays in the story line; reading TV play (from Columbo series, included) and analyzing role of insurance; reading included, related mystery selection and rewriting using "insurance clue;" related articles and vocabulary building exercises; discussing ways insurance serves society.

(Junior High) SS# 9.848 (2)(b)(c)(d)(e)(f)(g)(h)(i)

(Senior High) SS# 9.9411 (2)(b)(c)(d)(e)(f)(g)(h)(i)

Cluster: COMMUNICATIONS AND MEDIA

Pink Pack: NEWSPAPER CAREERS
writing news stories for given headlines, illustrations; discussing journalist's role in democratic society; writing essay on proper reporting; locating want ads and writing letters of application; proofreading news articles; identifying parts of speech in articles; editing; guest speaker and related activities; information and activities on critical reviews; activities on sequential ordering; composing "how to" article; studying and composing letters to the editor (samples included); writing advice column (samples included); creating original horoscope column; devising crossword puzzle; creating cartoon (instructions given); original advertizing and sports layouts; vocabulary matching exercises; creating fashion page (examples included); researching and reporting on news career.

(Junior High) SS# 9.848 (1)(a)(c)(e)(2)(d)(e)(f)(g)(h)(i)

(Senior High) SS# 9.9411 (2)(a)(b)(g)(h)(i)

Pink Pack: CAREERS IN RADIO AND TV
pantomiming illustrations, situations; exchange of information game; creating dialogue for silent video tape and comparing with original script; creating story from sound effects; identifying recorded sounds; portraying selected emotions (information included); identifying setting, plot and theme of TV show; comparing and contrasting similar TV productions; creating script for TV shows (information for "good" show included); observing and creating game show; writing newscasts; comparing types of newscasting formats; analyzing value of children's shows; analyzing fictional town from selected news reports (included); listing types of shows and services provided; polling peers for top ten record list.
(Junior High) SS# 9.948 (2)(d)(e)(g)(h)
(Senior High) SS# 9.9411 (2)(g)(h)(i)

Pink Pack: CAREERS IN PHOTOGRAPHY
defining, spelling and using related terms; related crossword puzzle; illustrating favorite poem with photograph; constructing collage "book report;" compiling slide tape on selected study sheet; reporting on famous photographer; selecting or taking pictures illustrating feelings, concepts; matching illustrations with appropriate vocabulary words; creating film.
(Junior High) SS# 9.848 (2)(c)(i)
(Senior High) SS# 9.9411 (2)(c)(h)

Pink Pack: CAREERS IN ADVERTISING
defining and using related terms (list included); polling effective ads (suggested poll included); analyzing commercials to determine appeal; listing five media for advertising; information and activities on advertising techniques; writing original ads; identifying consumer groups; logging time, type and appeal of commercials; polling peers and analyzing as a consumer group; designing ad and accompanying layout; creating and video taping ad script; information and activities for advertising campaign; discussing abuses and contributions of ads; writing related argumentative essay.
(Junior High) SS# 9.848 (2)(c)(d)(e)(h)(i)
(Senior High) SS# 9.9411 (2)(c)(d)(h)(i)

Pink Pack: CAREERS IN THE TELEPHONE INDUSTRY
"definition bee" of related terms (list included); discussing and role playing effective oral communication, telephone manners (material included); reading, discussing, acting and taping related play ("Sorry, Wrong Number" included); writing "right" and "wrong" phone dialogues; creating and role playing dialogues between fictional and historical figures; reviewing selected films; researching and writing reports on aspects of history; constructing related collages, models.

(Junior High) SS# 9.848-2 (a) (d) (e) (h) (i)
(Senior High) SS# 9.9411 (2) (a) (d) (e) (h) (i)

Cluster: CONSTRUCTION

Pink Pack: CAREERS IN CONSTRUCTION
listing types of construction and creating related crossword puzzles; classifying types of construction as public or private; defining related terms (list included); defining related terms (list included); researching and reporting on selected architectural wonders; composing love story set at Taj Mahal; reading and discussing related article on construction jobs; constructing collages or posters of famous contemporary architects; writing, illustrating and reporting on heavy construction; listing related literary works; debating pros and cons of mobile homes; discussing problems of reconstruction after natural disasters; planning and constructing models of future construction; creating related bulletin boards.

(Junior High) SS# 9.848 (2) (b) (c) (d) (e) (f) (g) (h) (i)
(Senior High) SS# 9.9411 (2) (b) (c) (d) (e) (f) (g) (h) (i)

Pink Pack: CAREERS IN ELECTRICAL INDUSTRY
researching and reporting on developments in electrical field and individuals making important contributions (information included); keeping log of electrical appliances contacted during 24 hour period; debating related fictional situation; reading related literary works; writing, dramatizing and taping theme on "day electricity died;" discussing importance of electricity in theater; experimenting with stage lighting (information included); producing electronic sound effects; drawing related cartoons (suggestions included); constructing electronic game board (instructions included); playing charades with electrically-oriented titles (suggestions included); improvising skits depicting electrical objects.

(Junior High) SS# 9.948 (2) (b) (c) (d) (e) (f) (g) (h) (i)
(Senior High) SS# 9.941 (2) (b) (c) (d) (e) (f) (g) (h) (i)

Cluster: ENVIRONMENTAL OCCUPATIONS

Pink Pack: CAREERS IN CONSERVATION AND ECOLOGY
discussing definition of ecology and poem, "The Creation," (included); designing related poems; information and discussion over consciousness raising on ecological issue; reading and video taping related play (included); listing elements responsible for ecological problems and methods to combat them; related article on town's pollution problem; creating original skit of problem of clean air; reading and discussing included, related articles on ecology; information and discussion of sea's role in ecology's balance; reading included literary works and discussing ecological values presented; creating ecological nursery rhymes (sample included); analyzing cartoon parable, "The Last Flower" and creating original cartoon.

(Junior High) SS# 9.848 (2) (b) (c) (d) (e) (f) (g) (h) (i)
(Senior High) SS# 9.9411 (2) (b) (c) (d) (e) (f) (g) (h) (i)

Cluster: FINE ARTS AND HUMANITIES

Pink Pack: CAREERS IN MUSIC
writing spontaneous reactions to different types of music; writing record review (information included); information and activities on classifying musical selections; information and activities on writing song lyrics; writing song parodies; researching and writing musical skit; information and activity on organizing musical program; researching and reporting on music through the ages; designing poster and album covers.

(Junior High) SS# 9.848 (2) (a) (b) (c) (d) (e) (f) (g) (h) (i)
(Senior High) SS# 9.9411 (2) (a) (b) (c) (d) (e) (f) (g) (h) (i)

Pink Pack: CAREERS IN ART
discussing definition of "art;" recording everyday contacts with art; information and discussion of difference between fine art and commercial art; researching and reporting on famous artists; writing related descriptive paragraph; illustrating art works; designing appropriate set for dramatic selection; writing story or script to match illustration.

(Junior High) SS#9.848 (2) (a) (b) (c) (d) (e) (f) (g) (h) (i)
(Senior High) SS#9.9411 (2) (a) (b) (c) (d) (e) (f) (g) (h) (i)

Pink Pack: CAREERS IN FOREIGN LANGUAGE
listing frequently used cognates (sample included); writing etymology of literary terms (sample included); compiling list of literary classics first written in a foreign language and list of foreign recepients of literary prizes; grouping list of food-related terms according to country of origin; composing "foreign" menues; composing menu and program for luau from included Hawaiian picture dictionary; researching and reporting on school foreign language requirements; reading literary works in which English-speaking person goes to aid of people in foreign country (title suggestions included); compiling list of frequently used foreign expressions (sample included); comparing literature written in English and a foreign language (selections included).
(Junior High) SS# 9.484 (2) (b) (e) (f) (g) (h) (i)
(Senior High) SS# 9.9411 (2) (b) (d) (e) (f) (g) (h) (i)

Cluster: HEALTH OCCUPATIONS

Pink Pack: CAREERS IN MEDICINE
researching and reporting on ancient medicine, witch doctors, socialized medicine; constructing projects relating to medicine in ancient civilizations; locating and discussing literary quotes related to medicine (samples included); debating role of specialist versus family doctor; discussing famous medical persons and their discoveries (information included); reading and discussing biographies of famous medical personages; view TV medical shows and compare shows to real life; defining types of physicians; reading and discussing included play, Dr. Cook's Garden; debating pros and cons of death with dignity; reading selected literary works concerning doctors.
(Junior High) SS# 9.848 (2) (a) (b) (c) (d) (e) (f) (g) (h) (i)
(Senior High) SS# 9.9411 (2) (a) (b) (c) (d) (e) (f) (g) (h) (i)

Cluster: HOSPITALITY AND RECREATION

Pink Pack: CAREERS IN HOTEL-MOTEL INDUSTRY
completing related word search puzzle; researching and reporting on types of hotels throughout history, major chains in U.S. today; role playing and video taping related situations; identifying innkeeper from literary tales; writing character sketches of hotel clientele using Canterbury Tales as model; discussing character development in The Blue Hotel (included); writing composition based on imaginary

Pink Pack: CAREERS IN HOTEL-MOTEL INDUSTRY cont.
hotel; map activity on locating hotels named for famous authors (list of fictitious hotels included).
(Junior High) SS# 9.848 (2)(d)(e)(f)(g)(h)(i)
(Senior High) SS# 9.9411 (2)(b)(c)(d)(e)(f)(g)(h)(i)

Pink Pack: CAREERS IN TRAVEL
discussing major modes of travel; information and discussion of rail travel; researching and reporting on modern safety devices (information included); tracing development of water transportation; reading included myths illustrating mans desire to fly; discussion and constructing collage illustrating effects of transportation on everyday life; discussing various problems connected with traveling; map activity; article and discussion of possibility of ancient astronauts visiting our planet; tracing space travel development; discussion of traveling from outer space; discussion of fiction and non-fiction dealing with traveling; role playing suggested travel agency situations; creating travel brochure to literary sites; information and reporting on persons contributing to travel; information and activity on stereotyping foreigners.
(Junior High) SS# 9.848 (2)(b)(c)(d)(e)(f)(g)(h)(i)
(Senior High) SS# 9.9411 (2)(b)(c)(d)(e)(f)(g)(h)(i)

Pink Pack: CAREERS IN SPORTS
researching and reporting on sports in ancient world; baseball grammar game; layouting sports section of newspaper; surveying sports interest; analyzing and comparing sports coverage in newspaper; commentating video tape of sports event; creating new sport; reading included sports stories (Brian's Song, etc.); reading selected articles on sports figures; creating related working bibliography on suggested topics; discussing sports in "Peanuts;" drawing and captioning sports cartoon; debating related topics; writing essay on controversial topics; writing narrative and descriptive passages on suggested sports situations; writing compositions on related topics; information and examination of poetic language in sports; reading and analyzing technique of included sports poems.
(Junior High) SS# 9.848 (2)(a)(b)(c)(d)(e)(f)(g)(h)(i)
(Senior High) SS# 9.9411 (2)(a)(b)(c)(d)(e)(f)(g)(h)(i)

Cluster: MANUFACTURING OCCUPATIONS

Pink Pack: CAREERS IN MANUFACTURING
writing story of a product from its conception until the time it reached the consumer; creating related crossword puzzle; participating in related game; producing and video taping related play, "See the Man" (included); researching and reporting on men contributing to manufacturing field; selected films; reading selected related literary works and discussing exploitation of workers and rise of middle class; information and activities on product from creation to manufacturing and promoting sales.

(Junior High) SS# 9.848 (2) (b) (c) (d) (e) (f) (g) (h) (i)

(Senior High) SS# 9.9411 (2) (b) (c) (d) (e) (f) (g) (h) (i)

Cluster: MARKETING AND DISTRIBUTION OCCUPATIONS

Pink Pack: CAREERS IN REAL ESTATE
role playing situations involving prospective buyers; related activities dealing with connotations and denotations of words; reading selected poems and creating parodies based on them; writing description of dream house, drawing up plans for building and/or decorating house, creating ads to sell house; writing and taping descriptive passages of real estate property; information and discussion of comments on American mobility and changing values; drawing houses suitable for selected literary characters; viewing selected films; discussing relationship between contemporary housing and today's lifestyles; researching and reporting on relationship between housing and lifestyles; creating slide tape presentation using home related songs as background.

(Junior High) SS# 9.848 (2) (a) (c) (d) (e) (f) (g) (h) (i)

(Senior High) SS# 9.9411 (2) (a) (c) (d) (e) (f) (g) (h) (i)

Cluster: PUBLIC SERVICE

Pink Pack: CAREERS IN SOCIAL WORK
researching and reporting on important individuals in field of social work, contemporary social problems; dramatizing and role playing related situations; creating poster and/or photographic essays of social agencies in community; information and debate on changing structure of American family; creating

Pink Pack: CAREERS IN SOCIAL WORK cont.
program of social work meeting a current need; reading and discussing included, related stories; discussing and creating a utopian society.
(Junior High) SS# 9.848 (2)(c)(d)(e)(f)(g)(h)(i)
(Senior High) SS# 9.9411 (2)(c)(d)(e)(f)(g)(h)(i)

Pink Pack: CAREERS IN FBI
information and researching types of crime, famous criminals and law enforcement; writing endings to TV show, FBI; constructing mystery, concerning criminal plot from pictures and written clues (included); role playing related situations; staging "crime;" analyzing included passages for subtle meanings; completing included law enforcement forms.
(Junior High) SS# 9.848 (2)(c)(d)(e)(f)(h)(i)
(Senior High) SS# 9.9411 (2)(c)(a)(e)(f)(h)(i)

Pink Pack: COURTHOUSE CAREERS
vocabulary activities on related terms, researching and reporting on three courthouse jobs; information and activities on government and the legal systems; participating in mock trial (instructions included).
(Senior High) SS# 9.9411 (2)(c)(g)(h)

Pink Pack: CAREERS IN TRANSPORTATION
collecting illustrations of modern transportation; articles on railroads; discussing and illustrating ancient methods of transportation; matching modes of transportation with literary works; researching and reporting on invention affecting transportation used by various historical and modern day figures; creating original vehicles; drawing cartoons to illustrate types of vehicles; discussing vehicles which played parts in literary works; article on school bus tragedy; defining related vocabulary terms; creating short story on related topic.
(Junior High) SS# 9.848 (2)(b)(c)(d)(e)(f)(g)(h)(i)
(Senior High) SS# 9.9411 (2)(b)(c)(d)(e)(f)(g)(h)(i)

SCIENCE

CAREER RELATED MATERIALS
(PINK PACKS - CORRELATING MATERIALS)

Cluster: AGRI- BUSINESS

Pink Pack: CAREERS IN AGRI-BUSINESS
article on nature of soil; experiments on moisture content and water holding capacity of soil pH, soil erosion, antibiotics in soil, nutrient deficiency of soil, mineral requirements of plants, viability testing, vitamin "B" effect on plant growth, growth stimulation, lights effect on plants, Medels law, plant propagation; written report on erosion.
(Senior High) SS# 9.9422 1(d)

Cluster: BUSINESS AND OFFICE

Pink Pack: CAREERS IN COMPUTERS
defining related terms; researching and reporting on use of computers in classification of plants and animals; researching and discussing computer's use in national defense and medicine; designing flow chart; solving problems with use of Cardiac Computer Units; information on computer origin and function; field trip suggestions for study of blood analysis and general computer functions.
(Junior High) SS# 9.9422 (2)(a)
(Senior High) SS# 9.818 (2)(a)

Pink Pack: CAREERS IN BANKING
researching basic electrical principles (some information included); information and activities explaining function of electric eye; researching and describing different types of burglar alarm systems; simulating and recording (on video tape) bank holdup; diagraming pneumatic tube system; information on counterfeiting; field trip to bank to observe alarm systems, etc.; reporting on electronic sorter; information on making of coins.
(Junior High) SS# 9.841 (1)(d)
(Senior High) SS# 9.9422 (1)(d)

Cluster: COMMUNICATIONS AND MEDIA

Pink Pack: NEWSPAPER CAREERS
compiling and defining related terms; researching and preparing slides of wood tissue (procedure given); microscopic observation of types of paper fibers; researching and discussing paper processing, tree farming; instructions for tree survey; researching forest products management; pest control; determining age of trees; paper recycling activities; researching inks and investigating their chemical contents.
(Junior High) SS# 9.8418 (1)(d)
(Senior High) SS# 9.9422 (1)(d).

Pink Pack: CAREERS IN RADIO AND TV
defining suggested related terms; researching and discussing history of communications; setting up weather station and video taping weather report; discussing cathode ray tube; conducting experiment on electrical flow; researching basic circuitry; lab on magnetism; discussing electrotechnologic advances made by NASA; researching evolution of microphone, loudspeaker; comparing acoustics of selected sites; discussing and demonstrating use of lenses; guest speaker discussion of various types of communication channels; investigating basic components of radio and TV (Study Sheet included); researching of selected related topics.
(Senior High) SS# 9.9422-1 (d)

Pink Pack: CAREERS IN PHOTOGRAPHY
defining related terms (suggested list included); instructions and activity for developing film; information and filming of microorganisms; information and questions on microfilm; researching and summarizing related career; article and activities on X-Rays; information and activities on aerial photography, infrared photography, astrophotography.
(Senior High) SS# 9.9422 (2)(d)

Pink Pack: CAREERS IN ADVERTISING
compiling and defining related terms; researching ads of companies claiming ecological consciousness and compare fact with claims (pollution control standards included); comparing costs of drugs bought under generic names to those purchased under brand names; comparing ingredients and cost of drugs; poll effect of ads on smoking; conducting experiments to determine nicotine content of cigarettes and vitamin C content of juice; whitening power of toothpaste, moisture content of food (instructions included); researching psychology of ads

Pink Pack: CAREERS IN ADVERTISING cont.
(material included); discussing the role of scientific shows as indirect advertisers of new discoveries, etc.
(Junior High) SS# 9.818 (1)(d)
(Senior High) SS# 9.9422 (1)(d)

Pink Pack: CAREERS IN THE TELEPHONE INDUSTRY
researching and completing activities on use of satellites and lasers in communication (suggested resources included; relies heavily on free materials supplied by Bell System).
(Senior High) SS# 9.9422 (2)(a)(d)(f)(h)(i)

Cluster: CONSTRUCTION

Pink Pack: CAREERS IN CONSTRUCTION
Information and related questions on building materials; lab on making lime mortar; information and activities on manufacturing glass, paint; experiment in making oil paint, preventing rust; information and activities on solar energy, solar water heating; researching and designing energy saving house; researching energy saving devices; researching and completing activities on metallurgy of iron.
(Senior High) SS# 9.9422 (1)(d)

Pink Pack: CAREERS IN ELECTRICAL INDUSTRY
Information and activities on myths and modern ideas about electricity; related terms; experiments on hot wiring ammeter, 3 way hook up light dimmers, checking A.C. voltage and frequency, effects of capacitor on A.C. and D.C., effects of resistance on voltage, electric currents from cells; list of graphic symbols for electronic diagrams and related activities; converting solar energy into electrical energy; constructing electronic oscillator circuit.
(Junior High) SS# 9.9422 (1)(d)
(Senior High) SS# 9.8418 (1)(d)

Cluster: ENVIRONMENTAL OCCUPATIONS

Pink Pack: CAREERS IN CONSERVATION AND ECOLOGY
Information on biotic communities; collecting and classifying organisms; planning ecology improvement project (information included); describing community using line transect method (directions included); performing labs on observation of flora and fauna, particle contamination of air, water cycle, carbon-oxygen cycle, nutritional relationships, ecological analysis of habitats, life in soil communities, succession, soil and water conservation, forest

Pink Pack: CAREERS IN CONSERVATION AND ECOLOGY cont.
and wildlife conservation; discussing role of electricity in modern life implications of energy crisis; researching fossil fuel and nuclear power plants; discussing related topics; determining course of action in case of natural disaster.
(Senior High) SS# 9.9422 (1)(a)

Cluster: FINE ARTS AND HUMANITIES

Pink Pack: CAREERS IN MUSIC
Information and activities on basic principles of sound and music; list of related terms; activities on wave and sound motion; performing labs on natural frequency of a glass, wave characteristics, speed of sound; information and activities on human ear and hearing; performing lab on fundamental tones and overtones; measuring and composing musical sounds on oscilloscope; researching science of acoustics.
(Junior High) SS# 9.9422 (1)(d)
(Senior High) SS# 9.8418 (1)(d)

Pink Pack: CAREERS IN ART
related terms; information and activities color (wave length, visual perception); create color schemes for different areas; experiments on splitting light into basic colors, determining light combinations for various color effects; activities and information on eye and vision; background information and activities on scientific illustrating.
(Junior High) SS# 9.8418 (1)(d)
(Senior High) SS# 9.9422 (1)(d)

Pink Pack: CAREERS IN FOREIGN LANGUAGE
Information and activities on scientific terminology, scientific nomenclature, origin of generic and specific names; identifying Latin root of biological terms; reading scientific paper in foreign language.
SS# 9.9422 (2)(a)

Cluster: HEALTH OCCUPATIONS

Pink Pack: CAREERS IN MEDICINE
Information and labs on blood pressure, white blood cells, red blood cells, hemoglobin estimation hemotocrit, sedimentation rate, coagulation time, blood typing, metabolism, tissues, urine analysis, bacteria handling and bacteria resistance to antibiotics.
(Senior High) SS# 9.9422 (1)(d)

Cluster: HOSPITALITY AND RECREATION

Pink Pack: CAREERS IN HOTEL-MOTEL INDUSTRY
information and exercises on determining types of plants for specific climatic areas; information, exercises and experiments on soil chemistry and texture; information and problems concerning angle and sweep of sun; constructing landscape model of hotel grounds.
(Junior High) SS# 9.9422 (1)(d)
(Senior High) SS# 9.8418 (1)(d)

Pink Pack: CAREERS IN SPORTS
information and activities on shock, sprains, contusions, broken bones, making splints, dislocation, handling diving injuries, treating head injuries, giving artificial respiration, cardiac resuscitation, controlling external bleeding, applying bandages.

Cluster: MARKETING AND DISTRIBUTION

Pink Pack: CAREERS IN REAL ESTATE
reading Florida Statutes on land development; information and investigatory activities on scour erosion, water holding capacity of soil, organic matter in soil, observations of flora and fauna, small mammal populations, surveying ponds, observing and analyzing water, studying sources of water pollutants, water body usage survey, water flow, nitrates and phosphates, biochemical oxygen demand, phytoplankton and protozoa counts.
(Junior High) SS# 9.9422 (1)(d)
(Senior High) SS# 9.8418 (1)(d)

Cluster: PUBLIC SERVICE

Pink Pack: CAREERS IN SOCIAL WORK
information and activities on nutrition, balanced diet for low income workers, malnutrition, related films.
(Senior High) SS# 9.9422 (2)(d)

Pink Pack: CAREERS IN THE FBI
information on science vs. crime, areas of specialty in crime lab; performing labs on fingerprinting, animal hair and fiber identification, plaster cast imprints, clinical properties of blood; researching polygraph and voice prints.
(Junior High) SS# 9.8418 (1)(d)
(Senior High) SS# 9.9422 (1)(d)

Pink Pack: COURTHOUSE CAREERS
information on science related departments in the courthouse; information on food poisoning, pest control, good housekeeping practices, food service responsibilities, safety factors in food, sewage treatment; performing labs on bacteria, water purity, stream pollution; information on nutrition; information included for agricultural department; experiments in growing tomatoes by conventional method and by hydroponics; information on services rendered by environmental Health Department.
(Junior High) SS# 9.8418 (1)(d), (2)(f)
(Senior High) SS# 9.9422 (1)(d), (2)(f)

MATHEMATICS

CAREER RELATED MATERIALS
(PINK PACKS - CORRELATING MATERIALS)

Cluster: BUSINESS AND OFFICE

Pink Pack: CAREERS IN COMPUTER INDUSTRY
constructing and using abacus; information on types of digital computers; information and construction of flow charts; directions and reading of commands in the six-bit alphameric code; flow charts and accompanying problems on decimal division; information and activities on reading micrometer; information and activities on binary sequence; directions and activities on constructing punched card data sorting system; computing costs, engine displacement, size of scale drawings, measurements from U.S. to metric system; precision of measurement, feet to inches, fractions to decimals and vice versa, simple interest and greatest common factor of two numbers by running computer programs and feeding in data; building and utilizing a cardiac computer.

(Junior High) SS# 9.8414 (2)(c)(e)(f)
(Senior High) SS# 9.9418 (2)(a)

Pink Pack: CAREERS IN BANKING
information and problems dealing with percentage of income to be saved; computing interest earned in savings accounts; computing costs of various checking account plans; writing checks and balancing checkbook; reconciling account statements; information on types of endorsements; computing interest on bank loans and other services; computing sales taxes and finance charges; computing interest charged by loan sharks; computing and comparing profits from various investments; computing buying and selling costs of various types of stocks, mutual funds, investment funds; computing percentage earned by stockbrokers; computing yearly interest, current yield and annual income on bonds.

(Junior High) SS# 9.8414 (2)(c)(e)
(Senior High) SS# 9.9418 (2)(a)

Pink Pack: CAREERS IN INSURANCE
information and word problems on why people carry insurance; computing simple probabilities and insurance premiums; explanation of how probability affects insurance; calculating mortality rate; information

Pink Pack: CAREERS IN INSURANCE cont.
and problems on types on insurance; information and problems on planning insurance needs; calculating cost of medical insurance, property insurance.
(Junior High) SS# 9.8414 (2)(c)(e)(i)
(Senior High) SS# 9.9418 (2)(a)(c)

Cluster: COMMUNICATIONS AND MEDIA

Pink Pack: NEWSPAPER CAREERS
vocabulary exercise (terms and definitions included); explanation and problems related to calculating space with points and picas, ems, column inches; explanation and word problems on calculating cost and weight of paper; explanation of types of printing and problems dealing with cost of each; writing and preparing news article to meet certain mathematical specifications.
(Senior High) SS# 9.418 (2)(a)

Pink Pack: CAREERS IN PHOTOGRAPHY
researching related careers (information included); information and problems on computing lumens, candlepower, and footpower of light in various rooms; photographic formulas and accompanying math problems; information and problem solving for photographic chemical mixtures, print enlargement, film length, shutter speed).
(Junior High) SS# 9.8414 (2)(c)
(Senior High) SS# 9.9418 (2)(a)

Pink Pack: CAREERS IN ADVERTISING
related short story with accompanying problems on computing sales as results of advertising campaign; constructing related graph; computing size of ad displays; discussing advertisements as financial backing for newspapers, etc.; computing costs of ads, percentage and fractional proportion of advertising budgets to be used in various media; polling product and computing mean, median and mode of age groups using product.
(Senior High) SS# 9.9418 (2)(a)

Pink Pack: CAREERS IN THE TELEPHONE INDUSTRY
information and exercises on computing phone rates, salaries, time for installation, time phones are in use; constructing related time graph; computing percentage of homes with phones; calculating telephones per square miles; reading related graphs; calculating time changes in selected time zones; researching and constructing graphs showing number of calls for each day.
(Junior High) SS# 9.814 (2)(c)(e)
(Senior High) SS# 9.9418 (2)(a)

Pink Pack: CAREERS IN RADIO AND TELEVISION
defining related terms (list included); math code for word game; information and related problems on TV scheduling; information and problems on computing cost of programs and commercials; conducting survey on TV watching (sample poll chart included); computing mean; median and mode regarding survey; computing commercial time for selected TV viewing times; researching life and taping fictitious interview with famous mathematician (suggested persons included); investigating scheduling and costs of local radio or TV station.
(Junior High) SS# 9.8418 (2)(c)
(Senior High) SS# 9.9418 (2)(a)

Cluster: CONSTRUCTION

Pink Pack: CAREERS IN CONSTRUCTION
background information and related problems and activities on computing space and cost of floor coverings and excavating dirt; computing footing needed for given weight; calculating concrete needed for foundations, board feet and joists needed for framing, cost of shingling; computing cost of window installation; calculating exterior area for installing siding, number of bricks needed for walls, cost of pipe for plumbing; computing area for painting, carpeting, etc.; determining landscaping cost by calculating area and volume.
(Junior High) SS# 9.8414 (2)(c)(e)(z)
(Senior High) SS# 9.9418 (2)(a)(c)

Pink Pack: CAREERS IN ELECTRICAL INDUSTRY
information and problems on reading electric meters; computing cost of electricity, fuel adjustment; change in electrical bills; determining ohms of resistance after studying information of color codes; information and activities for measuring electric current, calculating amperes, volts and ohms, kilowatts; calculating increases in electrical services; comparing operating costs of appliances; computing cost of electricity in various geograghical areas.
(Junior High) SS# 9.8414 (2)(c)(e)
(Senior High) SS# 9.9418 (2)(a)

Cluster: FINE ARTS AND HUMANITIES

Pink Pack: CAREERS IN MUSIC
information and related problems on length of string needed to produce particular notes; length

Pink Pack: CAREERS IN MUSIC cont.
of time note is held to produce specific number of vibrations; rhythm, wave length, speed of sound, frequency of sound wave, sonar depth sounding; computing expenses and salaries of small bands.
(Junior High) SS# 9.8414 (2)(c)(d)
(Senior High) SS# 9.9418 (2)(c)

Pink Pack: CAREERS IN ART
constructing geometric figures; computing volume; information and problems on applying Phythagorean theorem to find lengths of right triangles; information and solving problems on chords, secants, tangents, angles and arcs of circle; dividing lines into congruent parts; calculating stress; information and related activities on architectural problems; information and problems for graphing equations for polar coordinates; computing area of polygons, area of golden triangle; determining symmetry of algebraic curves; information on perspective and exercises on angle measure and relationship; constructing string art.
(Junior High) SS# 9.8414 (2)(c)(e)
(Senior High) SS# 9.9418 (2)(a)(b)(e)

Cluster: HEALTH OCCUPATIONS

Pink Pack: CAREERS IN MEDICINE
information and related problems dealing with developing X-Rays, scheduling appointments, mixing fillings, ratio of solutions; graphing temperatures; computing cost of drugs and supplies; computing caloric intake; reading graph on blood pressure, temperature deviation; computing and comparing hospital costs; determining percentage of vitamin increases; answering questions pertaining to graph on heart rates.
(Junior High) SS# 9.8414 (2)(c)(e)(j)
(Senior High) SS# 9.9418 (2)(a)(c)

Cluster: HOSPITALITY AND RECREATION

Pink Pack: CAREERS IN HOTEL-MOTEL INDUSTRY
information and accompanying problems on calculating gross income, payroll, area, cost of interior decorating, landscaping, volume, quantity of paint, BTU's needed to cool areas, materials cost, plumbing problems; solving related carpentry problems; care of pool problems; recipe conversion problems.
(Junior High) SS# 9.8414 (2)(c)(e)(f)
(Senior High) SS# 9.8418 (2)(a)

Pink Pack: CAREERS IN TRAVEL
information and problems on buying a car, trading cars, computing sales tax, license cost; computing interest and monthly payments; renting cars, estimating arrival time; computing fares and travel time; computing air fare, flight insurance; computing driving time and salary of commercial truck drivers.
(Junior High) SS# 9.8414 (2)(c)
(Senior High) SS# 9.9418 (2)(a)

Pink Pack: CAREERS IN SPORTS
information and problems on constructing vector diagrams showing direction and magnitude of resultant force; computing rate of acceleration, deceleration; calculating percent of change in inertia, cubic inches of engine; calculating percentage of win for sports team; graphing track speed change at Indianapolis 500 over 32 years; calculating batting average.
(Junior High) SS# 9.841 (2)(c)(e)(j)
(Senior High) SS# 9.9418 (2)(a)(g)

Cluster: MARKETING AND DISTRIBUTION

Pink Pack: CAREERS IN REAL ESTATE
information and problems on cost of apartment, down payments and mortgages, house payment rates, amount paid into debt and interest; taxes and home insurance; calculating maintenance projects for homes; computing cost differences between buying and renting a home; determining cost of furnishing, heating and utilities for a home.
(Junior High) SS# 9.8414 (2)(c)
(Senior High) SS# 9.9418 (2)(a)

Cluster: PUBLIC SERVICE

Pink Pack: CAREERS IN SOCIAL WORK
information and problems dealing with family budget, percent of income spent on food, comparisons of cost of food prices and nutritional value, cost of clothing; computing salary and figuring deductions; estimating expenses, budgeting and planning for crisis.
(Junior High) SS# 9.8414 (2)(c)(e)
(Senior High) SS# 9.9418 (2)(a)

Pink Pack: CAREERS IN FBI
Information and problems on percentage of various types of crimes, number of policemen killed by felons; constructing graphs on maximum penalties for first degree murder; budgeting monies for county jail; estimating time of arrival for law enforcement vehicle; determining gauge of shotgun, number of pellets hitting target; calculating travel time of bullet.
(Junior High) SS# 9.8414 (2)(c)(e)
(Senior High) SS# 9.9418 (2)(a)

Pink Pack: COURTHOUSE CAREERS
Information and problems on surveying (suitable for general math; geometry); percentage of voters voting in election; computing total value used in assessing taxes; computing property tax; drawing scale model of home and computing footage; problems on vital statistics; ratio problems dealing with felony arrests.
(Junior High) SS# 9.8414 (2)(c)(e)(f)
(Senior High) SS# 9.9418 (2)(a)

SOCIAL STUDIES

CAREER RELATED MATERIALS
(PINK PACKS - CORRELATING MATERIALS)

Cluster: AGRI-BUSINESS

Pink Pack: CAREERS IN AGRI-BUSINESS
articles and questions on history of agri-business; research and testing purposes of agricultural industry; researching various governmental agencies connected with agriculture; information and discussion of agricultural revolution, role playing activities; researching food and its role in future economy; map activity; related crossword puzzle; field trip and resource speaker suggestions.
(Junior High) SS# 9.8411 (2)(a)(c)(e)(g)(h)(i)
(Senior High) SS# 9.9423 (a)(c)(e)(g)(h)(i)

Cluster: BUSINESS AND OFFICE

Pink Pack: CAREERS IN COMPUTER INDUSTRY
discussing relationship between man and technology; article and discussion of history of computer; collect and discuss related news articles; discussion of computers in national defense; role of computers in government agencies, writing to space center for information on computers; discuss use of computers in weather (chart included), discussing list of related jobs; researching and discussing related topics; role playing given related situations; related crossword puzzle; field trip suggestions.
(Junior High) SS# 9.9423 (2)(c)(d)(e)(g)(h)(i)
(Senior High) SS# 9.9411 (a)(c)(d)(e)(g)(h)(i)

Pink Pack: CAREERS IN BANKING
defining related terms (terms and definitions included); reading on money evolution; information and discussion on history of banking; article on money in early American colonies; discussion of how banks serve us; information and exercises on savings and checking accounts; information on federal banking regulations; definitions of various banking monetary standards; researching and reporting on Federal Reserve System; map activity pinpointing Federal Reserve Banks; information and discussion of "cash or credit;" information on paper currency and counterfeiting; explanation of Great Seal; information and discussion of Panic of 1907; information on wildcat banks; list of foreign countries' money as relates to U.S. dollar (map

Pink Pack: CAREERS IN BANKING cont.
activity included); surveying rate of inflation; article and reactions -- "Day Money Stopped." (Great Depression); listing services of banks, bankruptcy acts.
(Junior High) SS# 9.941 (2)(a)(c)(d)(e)(g)(h)(i)
(Senior High) SS# 9.9423 (2)(c)(d)(e)(g)(h)(i)

Pink Pack: CAREERS IN INSURANCE
discussing history of insurance (important events list included); researching various kinds of insurance; discussion of national health bill (article included); panel discussion on medicare; related map activity; information on buying insurance; procedures to take in case of accident; debating compulsary health insurance; discussing insurance needs for young, single adult; chart included on types of accidental deaths.
(Junior High) SS# 9.8411 (2)(a)(c)(h)(g)(i)
(Senior High) SS# 9.9423 (2)(a)(c)(g)(h)(i)

Cluster: COMMUNICATIONS AND MEDIA

Pink Pack: NEWSPAPER CAREERS
terms and definitions; discussing types of newspapers available in community; collecting and comparing articles according to content, purpose, objectivity; material and discussion of "slanted" news; debate on first amendment (import quotes on newspaper's role included); material and further research of newspaper history; explanation of how to read a paper; role playing interviews; discussing journalist's role in society; map activity pinpointing areas in which news stories took place; compiling and reporting slanted fictitious reports on political candidates; role playing and giving "eye witness" account of staged scene; writing news report of historical event; discussing influence of news on current issues.
(Junior High) SS# 9.8419 (2)(a)(c)(f)(g)(h)(i)
(Senior High) SS# 9.9423 (2)(a)(c)(f)(g)(h)(i)

Pink Pack: CAREERS IN RADIO AND TELEVISION
researching and discussing various careers in field; compiling and defining related terms (suggested list included); comparing TV programs as to technique and content; writing, producing and filming original video tape (backup information included); comparing early communication systems

Pink Pack: CAREERS IN RADIO AND TELEVISION cont.
with those of present day; surveying shows for violence; discussion on difference between broadcast news and newspaper news (article included); evaluating programs as to their social influence; discussing uses of TV in political campaigns, education, etc. (background article included); information and discussion of FCC; information and discussion of influence of TV on daily life; brainstorming of effects of communication on world (information included); preparing and filming skit of historical event.

(Junior High) SS# 9.9411 (2)(a)(c)(d)(f)(g)(h)(i)
(Senior High) SS# 9.9423 (2)(a)(c)(d)(f)(g)(h)(i)

Pink Pack: CAREERS IN PHOTOGRAPHY
researching related careers; article and activity on history of photography; defining related terms (suggested list included); investigation of various types of photography; directions on use of camera, recorder and projector and related hands-on activities; writing and producing historical documentary; collecting photographs depicting specific social causes or historical events.

(Junior High) SS# 9.9411 (2)(a)(c)(f)(g)(i)
(Senior High) SS# 9.9423 (2)(a)(c)(f)(g)(i)

Pink Pack: CAREERS IN ADVERTISING
discussing and researching history of advertising (article included); defining related terms (included); discussing related jobs (briefs included); discussing pros and cons of advertising, advertising's future; listing services, functions of advertising (information included); role playing salesperson; designing ads; selecting propaganda (examples included); descussing role of government in advertising (articles included).

(Junior High) SS# 9.9411 (2)(a)(c)(d)(f)(g)(h)(i)
(Senior High) SS# 9.9423 (2)(a)(c)(d)(f)(g)(h)(i)

Pink Pack: CAREERS IN THE TELEPHONE INDUSTRY,
defining related terms (list included); selected articles and activities on phone industry and history; writing speculative report on how telephone might have changed cause of American history; role playing conversations between international figures based on news articles; discussing state laws

Pink Pack: CAREERS IN THE TELEPHONE INDUSTRY cont.
governing absence and emergency calls (information included); researching and discussing wiretapping; discussing advances in phone (information included); discussing and role playing "Hot LIne" calls; compiling and publishing emergency numbers; map activity locating exchange numbers.
(Junior High) SS# 9.9411 (2)(a)(c)(d)(e)(h)(i)
(Senior High) SS# 9.9423 (2)(a)(c)(d)(e)(h)(i)

Cluster: CONSTRUCTION

Pink Pack: CAREERS IN CONSTRUCTION
discussing background and history of construction, how construction has improved, job factors in construction (articles and activities included); information and activities in building permits, contracting systems; constructing an "ideal" dwelling; researching building of pyramids; related map activity; researching and reporting on famous constructed landmarks; discuss homes in various sociological and geographical areas; related word puzzle.
(Junior High) SS# 9.8411 (2)(a)(c)(e)(g)(h)(i)
(Senior High) SS# 9.9423 (2)(a)(c)(e)(g)(h)(i)

Pink Pack: CAREERS IN ELECTRICAL INDUSTRY
information and discussing history of electricity, Orlando Utilities Commission, role of Thomas Edison in electricity; composing Franklin's experiments with first moon landing; reading and discussing electrical safety measures; reading about and role playing "Great Blackout;" information and discussion on solar energy; related math activities.
(Junior High) SS# 9.9411 (2)(a)(c)(d)(e)(g)(h)(i)
(Senior High) SS# 9.9423 (2)(a)(c)(d)(e)(g)(h)(i)

Cluster: ENVIRONMENTAL OCCUPATIONS

Pink Pack: CAREERS IN CONSERVATION AND ECOLOGY
defining related terms; discussing creation of National Conservation Commission, efforts of early colonists to conserve resources, types of conservation (articles included); outlining article on "Dust Bowl;" oral reporting on Grapes of Wrath; information and discussing state and federal conservation regulations, how countries work together to solve mutual conservation problems; map activity on locating National Parks; researching role

Pink Pack: CAREERS IN CONSERVATION AND ECOLOGY cont.
of Audubon Society; discussion and information on role of ecologist, ecosystems; reading and discussion of pesticides and their effects on environment; information and discussion of over-population; completing related crossword puzzle; related question and answer Session; researching and reporting on methods of reducing air and noise pollution.
(Junior High) SS# 9.8411 (2)(a)(c)(g)(h)(i)
(Senior High) SS# 9.9423 (2)(a)(c)(g)(h)(i)

Cluster: FINE ARTS AND HUMANITIES

Pink Pack: CAREERS IN MUSIC
reading and discussing related articles on historical background of music, music as method of communication, types of music, psychological factors involved in life of musician; writing paragraph on musician's reaction to various situations; map activity on musical festivals; creating music festival; discussing musicians responsibility to the public; researching musician's union; information and discussion on social attitudes as reflected in musical comedies; identifying countries from which types of music come; readings and activities jazz; classifying types of music; writing songs depicting historical events; analyzing popular songs; polling record popularity; completing related crossword puzzle.
(Junior High) SS# 9.841 (2)(a)(c)(h)(g)(i)
(Senior High) SS# 9.9423 (2)(a)(c)(h)(g)(i)

Pink Pack: CAREERS IN ART
information and discussion on definition of art and art history; comparing arts from different eras; information and discussion of how art reflects social values; interpreting paintings; illustrating historic events; information and discussion on "great" art; researching, and interpreting cartoon; creating political cartoon; discussing color in fashion field, commercial signs; related map activities.
(Junior High) SS# 9.8411 (2)(a)(c)(h)(g)(i)
(Senior High) SS# 9.9423 (2)(a)(c)(h)(g)(i)

Pink Pack: CAREERS IN THE FIELD OF FOREIGN LANGUAGE
information and discussion of how language evolved, member of languages, methods of learning languages, entrance requirements for foreign service applicants, role of interpreter, foreign language and the peace corps; information, discussion and map activity on major language families; gathering and discussing news articles dealing with foreign service; role playing related situations.
(Junior High) SS# 9.8411 (2)(a)(c)(g)(h)(i)
(Senior High) SS# 9.9423 (2)(a)(c)(g)(h)(i)

Cluster: HEALTH OCCUPATIONS

Pink Pack: CAREERS IN MEDICINE
reading and discussing information on history of medicine, Hippocrates' Oath, medical research, physicians, medicine man and witch doctor, governmental agencies engaged in medical researches, ethics and malpractice suits, importance of research, socialized medicine euthanasia; researching and reporting on medical pioneers, selected stories concerning illness; watching and critiquing medical TV programs; completing related crossword puzzle.
(Junior High) SS# 9.8411 (2)(a)(g)(h)(i)
(Senior High) SS# 9.9423 (2)(a)(c)(g)(h)(i)

Cluster: HOSPITALITY AND RECREATION

Pink Pack: CAREERS IN HOTEL-MOTEL INDUSTRY
information and discussion on history of hotels-motels, labor unions, importance of hotels; related word study; researching and discussing duties of Division of Hotels and Restaurants; related map activities; discussing traveling needs of individuals; comparing advertising techniques of hotels-motels; panel discussion of area tourist attractions; role playing situations arising in hotels; discussing effect of campgrounds on hotel-motel industry.
(Junior High) SS# 9.8411 (2)(a)(c)(g)(h)(i)
(Senior High) SS# 9.9423 (2)(a)(c)(g)(h)(i)

Pink Pack: CAREERS IN TRAVEL INDUSTRY
information and activities on history of travel, primitive transportation, careers in travel; comparing and contrasting primitive and modern transportation; examining maps used in travel; researching

Pink Pack: CAREERS IN TRAVEL INDUSTRY cont.
developments in land, air, water and space travel; reading travel related science fiction books; researching and constructing model of UFO; discussing steps in obtaining passport and visa (information included; information and panel discussion on immigration laws.
(Junior High) SS# 9.8411 (2)(a)(c)(h)(g)(i)
(Senior High) SS# 9.423 (2)(a)(c)(h)(g)(i)

Pink Pack: CAREERS IN SPORTS
defining related terms; compiling sports notebooks; researching and reporting on sports figures, NFL strike, popular sports; map activity; tracing developments of a sport; presenting TV news show; analyzing violence in sports pictures; reading and discussing socialogical and psychological changes in Brian's Song; analyzing advantages and disadvantages of being a professional athlete; interviewing and recording interviews of athletics.
(Junior High) SS# 9.8419 (2)(a)(c)(h)(f)(i)
(Senior High) SS# 9.9423 (2)(a)(c)(h)(f)(i)

Cluster: MARKETING AND DISTRIBUTION

Pink Pack: CAREERS IN REAL ESTATE
researching and reporting on landownership from middle ages until present; researching and discussing Homestead Act, land development projects; comparing market values of various types of property; researching and reporting on related historical events; debating pros and cons of selected types of residents; related map activities; researching zoning laws; graphing distribution of property taxes levied for school support; information and activities on inflationary trends in real estate; article and activities concerning Indian land rights; drawing homes from colonial era to present.
(Junior High) SS# 9.8411 (2)(a)(c)(d)(e)(g)(h)(i)
(Senior High) SS# 9.9423 (2)(a)(c)(d)(e)(g)(h)(i)

Cluster: PUBLIC SERVICE

Pink Pack: CAREERS IN SOCIAL WORK
defining included list of related terms; information and discussion of history of social work, work of welfare department; need for social work, parole and probation officers, migrant workers in Florida, legal aid society, major social problems, employment as a social worker; reading and discussing case studies (included); information and activities on

Pink Pack: CAREERS IN SOCIAL WORK cont.
interviewing welfare applicant; researching and activities on various welfare organizations, community crisis centers, child abuse, social security, major social problems; completing games and puzzles; exercising pros and cons of social work; comparing mother's role in home in past and present; discussing effects of divorce.
(Junior High) SS# 9.411 (2) (a) (c) (d) (e) (f) (g) (i)
(Senior High) SS# 9.9423 (2) (a) (c) (d) (e) (f) (g) (i)

Pink Pack: CAREERS IN FBI
defining related list of terms; information and discussion of background of FBI, qualifications for agent, major federal investigative agencies, jobs available to women in FBI, activities investigated by FBI, kidnapping; related map activities; compiling clippings dealing with FBI; discussion and activities on "criminal types," perfect crime.
(Junior High) SS# 9.411 (2) (a) (c) (d) (e) (f) (g) (h) (i)
(Senior High) SS# 9.9423 (a) (c) (d) (e) (f) (g) (h) (i)

Pink Pack: COURTHOUSE CAREERS
defining related terms; information and discussion of history of court system, jury selection, runaways, youth felonies, courthouse jobs; researching and reporting on types of courts, lawyers and cases; information on when individual needs a lawyer; information and discussion on witch trials as compared with modern day trials; performing mock trial; reporting on famous lawyers and trials; related map and newspaper activities; articles and discussion of recent court rulings; discussing pros and cons of death penalties.
(Junior High) SS# 9.411 (2) (a) (c) (d) (e) (h) (i)
(Senior High) SS# 9.9423 (2) (a) (c) (d) (e) (g) (h) (i)

Cluster: TRANSPORTATION

Pink Pack: CAREERS IN TRANSPORTATION
researching and reporting on forms of primitive transportation; writing story dealing with fuel crisis; researching record setting trips; information, discussion and activities concerning milestones in transportation; information and activities on first continental railroad, importance of transportation in our daily life, transportation problems in major cities, responsibility of government in transportation; planning and mapping bike route; comparing

Pink Pack: CAREERS IN TRANSPORTATION cont.
transportation in other lands with that in the U.S.
(Junior High) SS# 9.8411 (2) (a) (c) (d) (e) (g) (h) (i)
(Senior High) SS# 9.9423 (2) (a) (c) (d) (e) (g) (h) (i)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

DIVISION OF INSTRUCTIONAL SERVICES

CAREER EDUCATION

DESCRIPTION OF CURRICULUM MATERIALS

The intent of career education curriculum development in Broward County has been to produce teacher resource guides which relate to one or more disciplines and are appropriate for use by staff members in both project and non-project schools. Composites of units individually developed, such resource guides focus upon career clusters and certain career elements (see attached chart) and contain a world of work chart and job descriptions; pre- and post-test; objectives; activities (e.g., simulation, role-playing, hands-on experiences, field trips, contact with resource people, shadowing, part-time jobs); resources; evaluation items; and suggestions for scheduling, record-keeping, bulletin boards, and displays.

Resource guides were initially field tested in the school at which they were develolped. In some cases, they were field tested for the second time either in the same school or in another school. With recommendations from the participating school staff members and students, they were revised by the school staff members working in the Career Education summer inservice program, printed, and made available for dissemination. In revision, where feasible, units related to the same cluster or element and designed for proximate grade levels were combined.

Description of Curriculum Materials
page 2

At all levels, curriculum development has been approached in one or more of the following ways. Cluster-related units which integrate the basic subjects have been developed; awareness and exploration activities which relate to existing curricula have been written; career preparation activities which focus upon low-level job entry skills and relate to specific academic subjects have been developed; sequences of activities relating basic subjects to areas of vocational training and career opportunities have been written.

AHM:ck

BROWARD COUNTY CAREER EDUCATION PROJECT MATERIALS

A. MIDDLE SCHOOL CLUSTER RESOURCE GUIDES

CLUSTER	SUBJECT AREA	JOB FAMILY
Arts & Humanities	Art	Visual Arts
	Language Arts	Drama
	Language Arts	Visual Arts and Performing Arts
	Language Arts	Writing
	Music	Performing Arts
Construction	Language Arts	Engineering and Support
	Mathematics	Wood Construction
	Music	Engineering and Support Finishing
	Science	Metal Construction and Engineering
	Social Studies	Railroad
	Unified Arts	Wood Construction
Education	Language Arts	Non-instructional Personnel
	Language Arts	School Administration and Instructional Personnel
	Mathematics	Public Schools in Broward County
	Music	Instructional/Non-instructional
	Social Studies	Instructional
	Unified Arts	Administrative Personnel
	Unified Arts	Instructional Personnel

CLUSTER	SUBJECT AREA	JOB FAMILY
Government	Language Arts	Administrative and Regulatory Services
	Mathematics	County and City Government
	Social Studies	Federal Government
	Social Studies	Municipal Government
	Social Studies	State Government
Health & Welfare	Science	Mental Health and Mental Health Services and Medical Profession
Manufacturing	Mathematics	Furniture and Fixtures
	Science	Food Science/ Scientists
Natural Resources	Language Arts	Fisheries and Wildlife Services
	Language Arts	Services
	Mathematics	Environmental Conservation
	Science	Resource Control
	Science	Mining and Quarrying and Petroleum and Related Products
	Social Studies	Florida
Personal Services	Language Arts	Private Household Domestic Service
	Mathematics	Domestic Services
	Science	Barbering, Cosmetology, and Related Services and Drycleaning, Laundry and Apparel Service

CLUSTER	SUBJECT AREA	JOB FAMILY
	Unified Arts	Barbering, Cosmetology, and Related Services; and Stewards, Attendants, Hosts, and Miscellaneous Personnel
Recreation & Entertainment	Language Arts	Entertainment
	Mathematics	Public, Industrial and Private
	Music	Performing Arts
	Physical Education	Individual Sports
	Physical Education	Team Sports
	Science	Public, Industrial and Private
Trade & Finance	Mathematics	Banking
	Mathematics	Sales
	Social Studies	Stock Market
Transportation & Communication	Language Arts	Air Transportation
	Language Arts	Motion Picture Industry
	Language Arts	Newspaper Industry
	Mathematics	Aviation
	Mathematics	Telephone Company
	Science	Air Transportation
	Science	Telephone and Television Industry
	Social Studies	Air Transportation
	Social Studies	Land Transportation
	Social Studies	Sea Transportation
	Unified Arts	Media Production

Career Education Middle School Reading Reference Guide

Career Education Resource Guide for Instructional Television

Career Education Resource Guide for 16MM Films

Careers Into Curriculum

Field Trips for School Children

Mathematics Matrix

Middle School Counselor in Career Education

9/27/76

B. MIDDLE SCHOOL RESOURCE GUIDES RELATED TO MANY CLUSTERS

SUBJECT AREA	TOPIC
Mathematics	Algebra
Physical Education	Archery
Physical Education	Basketball
Physical Education	Bowling
Physical Education	Football
Physical Education	Soccer
Physical Education	Softball
Physical Education	Tennis
Physical Education	Track and Field
Physical Education	Volleyball
Social Studies	Feudalism
Social Studies	Florida History

C. MIDDLE SCHOOL ELEMENT RESOURCE GUIDES

Career Awareness

Decision-Making

Employability Skills

Self-Awareness

D. MIDDLE SCHOOL SUPPLEMENTAL MATERIALS

An Interdisciplinary Approach to Career Education - A Teacher Education Module

Career Awareness Orientation

Career Education - A Teacher Education Module

Career Education Buyer's Guide for Audio-Visual Materials

Career Education High Intensity Reading Guides

Air Transportation
Banking
Circus
Construction
Farming
Fish Market and Cosmetic Buying
Food Services
Forestry
Health Occupations
Hotels - Recreation
Manufacturing
Newspaper
Oceanography
Pet Care - Wig Care
Postal Services

CAREER EDUCATION MATERIALS

DADE COUNTY PUBLIC SCHOOLS

Revised

June 30, 1976

The following materials listed have been developed by the Career Education Office in cooperation with The Division of Elementary and Secondary Education, area offices and schools and elementary and junior high school teachers.

Additional materials are currently being developed and will be ready in the near future.

For information regarding the availability of this material, contact the Career Education Office, Room 709, LHEC, Phone 350-3764.

NOTE: * Designates new material developed during 1975-76 school year.

Junior High School Exploratory Program

CAREERS IN BUSINESS AND ALLIED OFFICE OCCUPATIONS

LEARNING ACTIVITY PACKAGES

Adding-Multiplying Machine Operator

Administrative Assistant

Bookkeeper

Cashier

Electronic Display Calculator Operator

Insurance Underwriter

Paymaster

Personnel Manager

Tax Accountant

Time Keeper

Treasurer

Receptionist

Secretary

Typist Lesson 1

Typist Lesson 2

Typist Lesson 3

Typist Lesson 4

Typist Lesson 5

Typist Lesson 6

Typist Lesson 7

Typist Lesson 8

Typist Lesson 9

Typist Lesson 10

Junior High School Exploratory Program

CAREERS IN CONSTRUCTION AND ALLIED OCCUPATIONS

LEARNING ACTIVITY PACKAGE	CAREER INFORMATION PACKAGES
Building Forms For Concrete	Electrical Workers
Laying Block and Brick	Carpentry
Sketching A Floor Plan	Plumbing and Pipefitting

CAREERS IN THE CRIMINAL JUSTICE SYSTEM

LEARNING ACTIVITY PACKAGE	CAREER INFORMATION PACKAGE
*Taking Fingerprints	*Police Services
*Tire and Footprint Plaster Casting	*Legal Services

CAREERS IN ELECTRONICS AND ALLIED OCCUPATIONS

LEARNING ACTIVITY PACKAGES

Identifying and Testing Resistors

Soldering To A Printed Circuit Board

Terminating Wires and Cables

*Reading A Meter

*Ordering Parts and Tools From A Catalog

*Reading Electronics Diagrams

CAREER INFORMATION PACKAGES

* Identifying Career Opportunities in Electronics

Junior High School Exploratory Program

CAREERS IN GRAPHIC ARTS AND ALLIED OCCUPATIONS

LEARNING ACTIVITY PACKAGES

Copying Line Drawings

The Development of Measurement

Exercises With Lines and Arcs

* Laying Out an Ad

* Making A Negative from Camera Ready Copy

Paste Up

Pencil Lettering

* Plate Making

Printing a Sign

* Silk Screen Printing

Sketching Straight Line Objects

* Using The Blue Print Machine

CAREER INFORMATION PACKAGES

Commercial Advertising Art

Drafting

Photography

Printing

Junior High School Exploratory Program

CAREERS IN HEALTH AND ALLIED OCCUPATIONS

LEARNING ACTIVITY PACKAGES

* Assisting a Patient into a Wheelchair
Basic First Aid Procedures - Bandaging
* Bedmaking Techniques I (Unoccupied Bed)
* Bedmaking Techniques II (Occupied Bed)
Cleaning Teeth
* Counting Red Blood Cells
Examining Bacteria Under the Microscope
Doctor's Files and Patient's Records
* Handwashing
* Height and Weight Measurement
Hemoglobin Determination
Identifying Structures on X-Ray Film
* Introduction to the Microscope
* Introduction to the Ward Clerk
* Isolation Techniques
Making a Dental Plaster Cast
Methods of Crutchwalking
Measuring Specific Gravity
Mouth to Mouth Resucitation
* Moving a Patient from Bed to Stretcher
Testing for Pollution
Testing for Sugar and Acetone
Transcribing Doctor's Order

Careers in Health and Allied Occupations (continued)

* Vital Signs I - Taking Pulse Respirations

* Vital Signs II - Blood Pressure

Writing Requisitions for Materials and Supplies

CAREER INFORMATION PACKAGES

Dentistry

Dental Hygienist

Dental Lab Technician

Medical Laboratory Technician

Nursing

Pharmacy

Physical Therapy

Radiological Technology

Junior High School Exploratory Program

CAREERS IN HOME ECONOMICS AND ALLIED INDUSTRIAL OCCUPATIONS

LEARNING ACTIVITY PACKAGES

Dishwashing

Food Service at the Table

Garment Repair

Hand Care & Manicuring

Introduction to Child Care Guidance and Services

Kitchen Equipment

Laundering

Learning to Sew By Machine

Making Toys

Safety in the Kitchen

Seeking Employment

Sewing On Fasteners

Table Setting

Taking Body Measurements For Clothing

Tools For Sewing

Junior High School Exploratory Program

CAREERS IN MECHANICAL AND ALLIED OCCUPATIONS

LEARNING ACTIVITY PACKAGES

Introduction to Four Cycle Engine - Cleaning and Adjusting a Spark Plug

Cleaning Air Filter and Examining Needle Valve

Carburetor Service

Remove and Replace Cylinder Head

Remove and Replace Piston Rings

Crankshaft Service

Remove and Replace Crankshaft Seal

Remove and Replace Camshaft & Valve Lifters

Electrical System (Setting Point and Armature Gap)

Introduction to Automotive Engine Lubricating System

Automotive Electrical System

Introduction to the Automotive Fuel System

Introduction to the Automotive Cooling System

Remove, Inspect and Re-Install Marine Outboard Powerhead

* Marine Outboard Engine (Periodic Maintenance)

CAREER INFORMATION PACKAGES

Auto Body Repair and Refinishing

Automotive Mechanic

Aero-Space

Marine Mechanics

Small Engine and Motorcycle Mechanics

Junior High School Exploratory Program

CAREERS IN SALES AND MARKETING

LEARNING ACTIVITY PACKAGES

Airline Ticket Agent

Computing Bills

Designing An Ad

Displaying Merchandise

Dressing A Manniquin

Giving A Sales Demonstration

Making A Commercial

Making A Deposit Collection

Making A Sale

Operating A Cash Register

Preparing Merchandise For Sale

CAREER INFORMATION PACKAGES

Retail Merchandising

EMPLOYABILITY SKILLS

LEARNING ACTIVITY PACKAGES

Filling Out A Job Application

Preparing A Resume

Your First Pay Check

Junior High School

Career - Related Language Arts Programs

Quin 1: Course No. 500570
Communications: Agriculture and Allied Careers
LAP 1: Turn-On Terms for Agri-Business: Roosevelt Grady
LAP 2: Communications in Agri-Business: Roosevelt Grady
LAP 3: Literature in Agri-Business: Roosevelt Grady
LAP 4: Getting a Job in Agri-Business: Roosevelt Grady

Quin 2: Course No. 500571
Communications: Business and Allied Occupations
LAP 1: Business Operations with Rosemary Wouldfile
LAP 2: Financial Jobs with Rosemary Wouldfile
LAP 3: Secretarial Jobs with Rosemary Wouldfile
LAP 4: Managerial Jobs with Rosemary Wouldfile

Quin 3: Course No. 500572
Communications: Construction and Allied Occupations
LAP 1: Structural Workers: Edwardo the Carpenter
LAP 2: Mechancial Workers: Freddy - Virtuoso of the Plumbers
LAP 3: Finishing Workers: Rosita the Roofer
LAP 4: Supervisory Workers with Barry the Architect

* Quin 4: Course No. 503075
Communications: Electronics and Allied Occupations
LAP 1: Electricity with Bruno the Electro
LAP 2: Industrial Electronics and Telephone with Tele
LAP 3: Radio and Television with Oscar the Oscilator
LAP 4: Computers with Nelbit the Robot

Quin 5: Course No. 500573
Communications: Graphic Arts and Allied Careers
LAP 1: Commercial Art with Bill Hess
LAP 2: Printing with Super Printer Ernest Kondo
LAP 3: Drafting with Timo the Draftsman
LAP 4: Photography

Quin 6: Course No. 500574
Communications: Health and Allied Occupations
LAP 1: Health Care Agencies: Paul and His Medical Problem
LAP 2: Medical Health Team: Nancy Nurse
LAP 3: Dental Health Workers: Terry the Tooth
LAP 4: The Role of Health: Felipe the Pharmacist

Quin 7: Course No. 500575
Communications: Home Economics and Allied Occupations
LAP 1: Food and Cooking
LAP 2: Fashion and Sewing
LAP 3: Home Care
LAP 4: Child Care

Quin 8: Course No. 500576
Communications: Mechanical and Allied Careers
LAP 1: Auto Mechanics: Andy the Auto Mechanic
LAP 2: Diesel Mechanics: The Men Who Move the Nation with Dave Dudley
LAP 3: Marine Mechanics: Shelia the Scubadiver
LAP 4: Aircraft Mechanics: Flights of Fancy with Tom Martinez

Quin 9: Course No. 500577
Communications: Sales and Marketing Careers
LAP 1: The Restaurant Game (Group Activity Package)
LAP 2: The Service Station Game (Group Activity Package)
LAP 3: The Supermarket Game (Group Activity Package)
LAP 4: The Department Store Game (Group Activity Package)
LAP 5: The Selling and Unselling of a Salesman (Group Activity Package)

LAP 1: The Restaurant Game (Individualized Package)
LAP 2: The Service Station Game (Individualized Package)
LAP 3: The Supermarket Game (Individualized Package)
LAP 4: The Department Store Game (Individualized Package)

CAREER RELATED LANGUAGE ARTS - LIBRARY CAREERS

Learning Activity Packages

Junior High

Communications: Library Skills A & B 502857-58

Library Charge Desk, Pass Desk, Shelving

Library Keys

Card Catalog Part 1

Card Catalog Part 2

Magazines

Library Skills

Parts Of The Book Part 1

Parts Of The Book Part 2

Reference Books

Librarianship As A Career

Communications: Media A & B 502861-62

Orientation

Operating A Carousel Projector

Operating A Cassette Player

Operating A 16mm Projector

Operating A Over-Head Projector

Operating A Filmstrip Projector

Operating A Reel to Reel Recording Machin

Operating A Record Player

Making Slides

Careers in Media

Senior High

Communications: Library Skills C & D 502859-60

Library Classifications

Card Catalog

Review of Reference Materials

Advanced Reference Materials

Bibliographies

Office Procedures

Publicity

Library Occupations

Communications: Media C & D 502863-64

Orientations to Media Center

Operation of Media Center

Circulation of Materials

Making Tapes

Making Slides

Making Transparancies

Learning How to Laminate

Making a Video Tape

Machine Maintenance

Careers in Media

Junior High School

CAREER RELATED MATHEMATICS

A continuous progress course in computational skills applied to each of the junior high Career Exploratory Programs.

Quin Course No. 222293

Career Exploratory Math - Careers in Business
10 LAP's - from whole numbers through percentage.

Quin Course No. 222291

Career Exploratory Math - Careers in Graphics
9 LAP's - from whole numbers through percentage.

Quin Course No. 222292

Career Exploratory Math - Careers in Construction
9 LAP's - from whole numbers through percentage.

Quin Course No. 222290

Career Exploratory Math - Careers in Electronics
10 LAP's - from whole numbers through percentage.

(1-5) PASCO COUNTY, FLORIDA
Career Education: Shady Hills Elementary School
Proposal for Implementation of Project Choice

(1-6) CORONADO, CALIFORNIA
Teacher's Guide to the Coronado Plan for Preventive Drug Abuse Education for Grades 9-12, 7-8, 4-6, and K-3.
The What, Who, Where, Why, When, and How of Advertising for Senior High Language Arts Teachers

NOTE: 1976 Edition will be available about January, 1977.

INTRODUCTION

This second volume of the third edition of the DICTIONARY OF OCCUPATIONAL TITLES complements volume I in which thousands of jobs currently in the American economy are listed and defined. Volume II serves as a method of grouping jobs having the same basic occupational, industrial, or worker characteristics to help the user discern relationships among occupations; and as a standard approach to classifying the abilities, vocational experiences, and potentials of workers.

A new classification structure supplants the two structures formerly used. Volume II of the 1949 edition of the Dictionary supplied the structure for classifying individuals with a vocational background, and part IV, published in 1944, furnished a means of classifying counselees or entry applicants. This edition has a single structure and contains more detailed information regarding worker traits. It should be more useful to guidance and placement personnel in dealing with persons planning careers or seeking employment.

Summary of Contents

This second volume of the DICTIONARY OF OCCUPATIONAL TITLES contains 12 sections, as follows: (1) The Occupational Categories, Divisions, and Groups; (2) an Alphabetic Arrangement of Three-Digit Occupational Groups; (3) the Occupational Group Arrangement of Titles and Codes; (4) an Alphabetic Arrangement of Areas of Work; (5) an Alphabetic Arrangement of Worker Trait Groups; (6) the Worker Trait Groups within Areas of Work; (7) the Worker Traits Arrangement of Titles and Codes; (8) the Industry Arrangement of Titles, which presents lists of jobs according to the industries in which they are usually found; (9) the Industry Index, which is an alphabetic index of the industry designations, their complete industry titles, and various inversions of both; (10) a Glossary, which defines many technical terms used in the definitions found in volume I; (11) Appendix A, which gives an explanation of the relationships within the Data, People, and Things hierarchies; and (12) Appendix B, which provides a discussion of worker trait components.

The Format of the Occupational Group Arrangement

The job titles defined in the Dictionary are listed in the Occupational Group Arrangement of Titles and Codes according to their code numbers. The occupations are arranged into categories, divisions, and 3-digit groups.

Example:

0/1 PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS (category)
10 OCCUPATIONS IN MUSEUM, LIBRARY, AND ARCHIVAL SCIENCES (division)
109. Occupations in Museum, Library, and Archival Sciences, n.e.c.[1] (3-digit group)

Definitions for the categories, divisions, and groups are included directly under the headings. Following the definition of each 3-digit group the job titles are listed numerically according to their 6-digit code numbers.

Example:

109. Occupations in Museum, Library, and Archival Sciences, n.e.c.
This group includes occupations, not elsewhere classified, concerned with museum, library, and archival sciences.

109.118 SUPERVISOR, HISTORIC SITES (gov. ser.)
109.138 SHELVING SUPERVISOR (library)
109.251 ARMORER TECHNICIAN (museum)
109.268 RESEARCH ASSISTANT (profess. & kin.) II
RESEARCH WORKER, ENCYCLOPEDIA (profess. & kin.)
109.368 BOOKMOBILE DRIVER (library)
REGISTRATION CLERK (library)
109.388 RECORD-PROGRAM SELECTOR (any ind.)
109.687 PAGE (library)
runner
shelver
shelving clerk
stack clerk

[1] N.e.c.—"Not Elsewhere Classified"—is used with certain division and group headings to indicate that only the occupations not classified in a more specific group are included.

Titles which appear in all capital letters, not indented, are called *base titles*. They are defined and accompanied by code numbers in volume I. Titles in all-capital letters indented two spaces are closely related to the titles under which they are indented and receive the same code number. These titles are known as *defined related titles* and their definitions are found in volume I indented under the definitions of the base titles which carry the code number. Titles which appear in all-lowercase letters indented six spaces from the margin are alternates or synonyms to the titles which immediately precede them. They are called *alternate titles*, and are not defined. Titles appearing with initial-capital letters indented four spaces from the margin are contained in the body of the definition of the title under which they are indented. They are specializations of the more general duties described in the definition in which they appear, and they receive the same code as that of the base title. They are called *undefined related titles*.

The following is an illustration of the listing technique in the Occupational Group Arrangement of Titles and Codes:

240.388	COLLECTION CLERK (clerical)	base title
	collection-and-credit clerk	alternate title
	collection-contract clerk	do
	collection correspondent	do
	collector man	do
	past-due-accounts clerk	do
	Budget-Collection Clerk (clerical)	undefined related title
	Credit Contract Clerk (clerical)	do
	TARIFF-COLLECTION CLERK (banking)	defined related title

The Format of the Worker Traits Arrangement

The Worker Traits Arrangement of Titles and Codes is organized into 22 broad areas of work. The names of the 22 areas, such as Art, Clerical Work, and Entertainment, are self-explanatory. Within each area of work there are several specific worker trait groups. For example, some of the worker trait groups in the Engineering area of work are:

Engineering Research and Design
Sales Engineering
Industrial Engineering and Related Work
Drafting and Related Work

Each worker trait group is defined by narrative information under four headings:

Work Performed
Worker Requirements
Clues for Relating Applicants and Requirements
Training and Methods of Entry

This is followed by a section entitled Related Classifications (a list of other worker trait groups that have something in common with this group), and a Qualifications Profile which specifies the general educational development, specific vocational preparation, aptitudes, interests, temperaments, and physical demands required of the worker.

Within a worker trait group the jobs listed [1] are arranged numerically according to their complete code numbers. The jobs in a group may be drawn from any number of 3-digit groups of the Occupational Group Arrangement. Within each worker trait group the 2-digit occupational divisions and 3-digit groups from which the jobs are drawn are identified by code numbers and modified titles. These modified titles or designations are used in the Worker Traits Arrangement of Titles and Codes (e.g., 20 Stenography, Typing, Filing, and Related Work; 206. Filing) and are restatements of the names of the divisions and 3-digit groups that appear in the Occupational Group Arrangement (e.g., 20 Stenography, Typing, Filing, and Related Occupations; 206. File Clerks) oriented toward fields of work rather than specific occupations.

Example:

20	STENOGRAPHY, TYPING, FILING, AND RELATED WORK
206.	Correspondence Work
206.388	CORRESPONDENCE-REVIEW CLERK (clerical)
205.	Personnel Work
205.388	CIVIL SERVICE CLERK (gov. ser.)
206.	Filing
206.388	CUT MAN (print. & pub.)
	FILE CLERK (clerical) I
	RECORD CLERK (clerical) II
	FILE CLERK (clerical) II
	CLASSIFICATION CLERK (clerical)
	LIBRARIAN (print. & pub.)
	FINGERPRINT CLERK (gov. ser.) II
	RECORDS CUSTODIAN (banking)

[1] Only base and defined related titles are given. A complete listing of all undefined related and alternate titles for the jobs in each classification may be found in the Occupational Group Arrangement of Titles and Codes.

(1-8)

SA-59

CABLE ADDRESS KINGSYN NEW YORK
AREA CODE 212 -- 682-5600

King Features
235 EAST 45TH STREET, NEW YORK, N.Y. 10017

Education Division
Merchandising & Special Projects Dept.

November 9, 1976

P.C. Wu, Ph.D
The State of Florida
Career Education Consortium
Kindergarten through University
Manatee Junior College
P.O. Box 1849
Bradenton, Florida 33506

Dear Mr. Wu:

The following is an abstract of the Comics Career Awareness Program (Popeye Comic Book Set.)

The Comics Career Awareness Program is a self-contained classroom unit which provides information on the fifteen career clusters outlined by the U.S. Office of Education. The complete kit includes 75 comics (5 copies of 15 different titles), 2 student involvement posters, a Career Awareness Bingo Game, a teaching guide and a display/storage rack. The price of the complete program is $42.50 plus $4.25 postage and handling.

Popeye presents information on the various jobs and careers within each job cluster in an enjoyable manner and the importance and dignity of every job and career is stressed. One poster includes a list of all the jobs and careers covered in the comics and the other provides for a career exploring activity by encouraging students to place people they know in their respective career clusters. The bingo game adds to the enjoyment of learning about careers by making the learning experience a game of identifying jobs discussed in the books. The teaching guide introduces the program and suggests ways of using it. The display/storage rack provides for a neat and attractive classroom display.

Enclosed please find a brochure concerning this program for your examination.

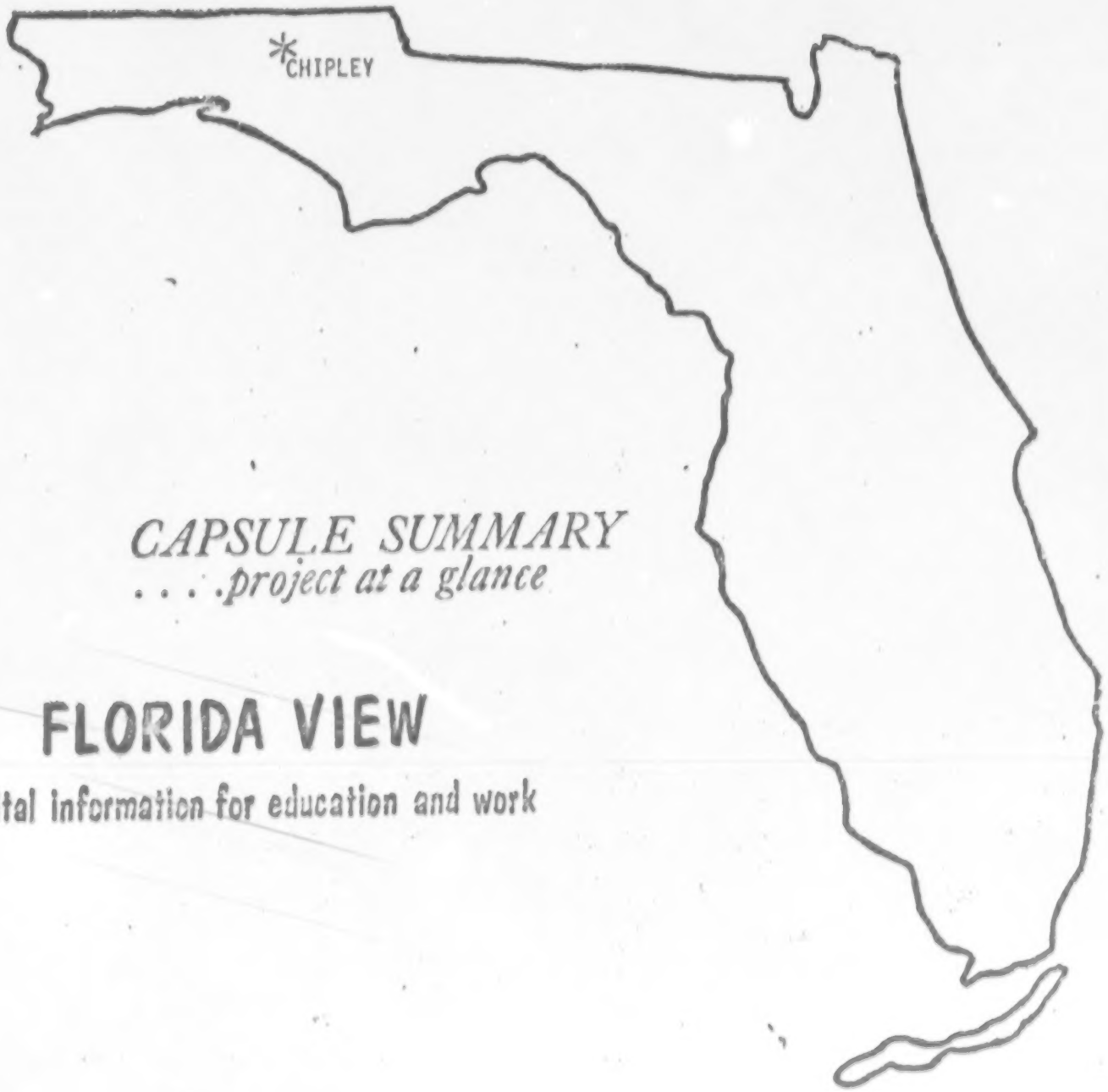
If I can be of any further service please don't hesitate to contact me.

Sincerely,

Debbie Bloomberg

Debbie Bloomberg

DB
cc: Ruth Pileggi



CAPSULE SUMMARY
. . . . project at a glance

FLORIDA VIEW

vital information for education and work

FLORIDA VIEW CENTER AT THE PANHANDLE AREA EDUCATIONAL COOPERATIVE
WILLIAM WOOLLEY, COORDINATOR
P.O.DRAWER 190
412 SOUTH BOULEVARD
CHIPLEY, FLORIDA 32428
904/638-4131

FLORIDA VIEW

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I. STATEMENT OF GOALS AND OBJECTIVES

A. To provide a means by which any school/district in the State of Florida may participate and implement FLORIDA VIEW in their school/district.

B. To provide current career information relevant to Florida to students, counselors, occupational specialists and teachers in participating schools/districts.

C. To provide current descriptions of local vocational training programs to students,counselors, occupational specialists and teachers in participating schools/districts.

D. To provide a means whereby individual Florida schools/districts will be able to develop local training descriptions.

E. To promote the effective implementation and utilization of FLORIDA VIEW within participating schools/districts.

F. To provide guidance counselors and occupational specialists in participating schools/districts an improved method for matching student interest and abilities to current occupational requirements.

G. To provide Florida vocational - technical administrators and curriculum planners information regarding current student career interest areas.

II. BENEFITS OF FLORIDA VIEW TO

A. Students

Florida VIEW allows students to:

1) have access to career information (card #1, salmon color) that is reviewed, rewritten if necessary, and redistributed every 18 to 24 months.

2) have access to local training opportunities information (card #2, blue color) in an easy to understand format that is reviewed every six months for authenticity and currentness, and rewritten and redistributed every 12 to 18 months.

3) have access to occupational data presented in a readable, non-technical script, designed to be understood by students.

4) inquire in privacy about the personality, aptitudes and physical requirements needed to obtain employment in a certain career.

5) inquire in privacy about the educational requirements of a certain career.

6) decide for themselves whether they like the working conditions of certain careers.

7) outline and plan preparation and training for both job and education.

8) discover what special entry requirements, i.e., union, license, etc., specific careers may require.

9) find out what the prospects and opportunities of certain careers are.

10) ascertain what the economic returns are for certain careers within various areas of the state of Florida.

11) have access to addresses where students may send for additional information about careers they are interested in.

12) have access to related occupations as researched and compiled from the Dictionary of Occupational Titles.

13) be able to find out what schools in their own and nearby communities and/or districts offer in the way of programs and training.

14) discover what specific courses of study will be required of them at specific schools, either in their own or nearby communities/districts.

15) have access to names, addresses and phone numbers of individuals at the various schools, whom they may contact directly for any additional information.

16) fill in the personal evaluation "test" to see if their picture of themselves is similar to the occupational requirements presented in the VIEW script.

B. Teachers, Counselors, Occupational Specialists, Administrators, and Supervisors

Florida VIEW allows educators to:

1) keep current with job/career information, wages and training information.

2) have at their fingertips information about a wide variety of careers requiring two years or less training that young people may find interesting and attractive.

3) help motivate students to investigate and inquire for themselves about careers and educational opportunities.

4) know that the information they have is designed for Florida students by Florida educators.

5) have access to low cost materials that fill a need that commercially prepared materials simply cannot.

6) find out information and facts about both careers and training so they can help students formulate and achieve their goals.

7) enrich current career education classes by being used in conjunction with already existing materials.

8) be flexible in its use because there are no hard and fast rules on adapting or adopting VIEW materials.

9) provide good resource and research material for classes other than vocational in nature, i.e., English, civics, reading, etc.

10) obtain in a relatively short time, career and local training opportunities information that would otherwise require extensive searching.

C. Society

Florida VIEW is not a total system or package for career education. It is, however, a system that is basically low cost, supplying good career information designed to be used with any and/or all career education materials whether commercially marketed or otherwise.

The future will demand new and ever-changing "families of skills" to keep pace with emerging occupations and professions. Such skills for the future will of necessity include the ability to work "effectively with others", making education for a productive life, "a continuous process."

Because it is designed to "work with" existing programs, VIEW can help open new paths to career exploration both now and in the future.

III. COST OF IMPLEMENTING PROJECT IN TERMS OF

A. Dollars for Materials:

Each district or school participating in VIEW will be expected to contribute $125 per school per year to the VIEW Center. This will entitle each school to receive two VIEW decks including all career descriptions (card 1) as are available at the beginning of that school year plus any revisions and additions provided during the year with a supply of cross index and alphabetical lists. In addition, samples of all printed orientation materials, evaluation instruments, and other related information will be supplied. Participating schools and/or districts will receive sample bid specifications for equipment and any requested assistance in bid review.

Orientation materials designed by the VIEW Centers including a 16mm sound film will be available to each participating school or district at the Center's actual production cost. Schools and/or districts wishing to incorporate descriptions of their vocational-technical, adult, or community college program will receive one each of card 2 and 3 if the school or district provides camera-ready scripts (full instructions and sample script forms will be provided). The cost of this service will be $25 per school per year for up to 100 card 2 and 3 scripts. Where microfilm reader-printers are supplied for student use, it is anticipated that the supply cost will not exceed $250 per machine per year. Districts wishing on-site assistance from a member of the VIEW Center staff will be expected to pay travel and that district's per diem expenses.

B. Dollars for Equipment:

VIEW cards may be read on a variety of microfilm readers and microfilm reader-printers. Dependent upon the desire of the school or district, equipment is available from $200 to $2000 per user station. Recommended equipment would cost between $500 and $1800 per station. The VIEW Center will supply bid specifications and review services upon request.

C. Extra People Needed:

It is not anticipated that any additional personnel will be required to support the VIEW project in participating schools or districts.

D. Extra Time Needed:

Dependent upon the district's wishes, a minimum amount of time by members of the staff and/or faculty may be necessary to:

1) write descriptions of locally available training programs or
2) assist individual school personnel in the implementing and use of VIEW.

E. Extra Faculty Needed:

It is not anticipated that any additional faculty will be needed.

IV. ORGANIZATION ARRANGEMENTS FOR IMPLEMENTING THE PROJECT IN TERMS OF

A. Staff Development:

In order to properly implement VIEW, each participating school or district should prepare an orientation program for all staff members. Generally this can be accomplished in three to four hours.

B. Release Time:

At the district level, time should be made available for staff members to prepare scripts for card 2 and 3. Actual writing will be less than 1 hour per script.

C. Facilities Renovation:

Although it is not absolutely necessary to renovate facilities for VIEW, participating schools may wish to establish a career information center in the guidance or media areas. Generally this could be an area of the existing facility or maybe the designation of a new room for this purpose.

D. Staff Reorganization:

In each school and participating districts, one individual must be designated as the "key contact person." This individual's responsibility will be to coordinate the school's/district's VIEW program, act as a liaison between the district and/or the VIEW Center and to assume responsibility for proper reporting of utilization, problems, etc.

V. AVAILABILITY OF MATERIALS

A. When

FALL - At the beginning of the fall term, September, 1974, the Florida VIEW Centers will have available:

1) approximately 430 Career Cards (Card #1, salmon color)

2) 16mm orientation film for educators and students

3) an inservice program to aid districts working in conjunction with one another, vocational-technical centers, and community/junior colleges in developing the Local Training Card (Card #2, blue color)

4) samples of all printed orientation materials and evaluation instruments currently being used by the Florida VIEW Centers

5) upon request, sample bid specifications for equipment to utilize VIEW material.

FUTURE -

1) more Career Cards as indicated necessary by the districts for occupations requiring two years or less training plus the addition of a representative sampling of careers requiring college training

2) enlisted persons deck for the Navy (68 careers) and the Air Force (130 careers)

3) more printed materials as they are developed

B. Where

To all Florida schools and/or districts.

Sample FLORIDA VIEW Career Script

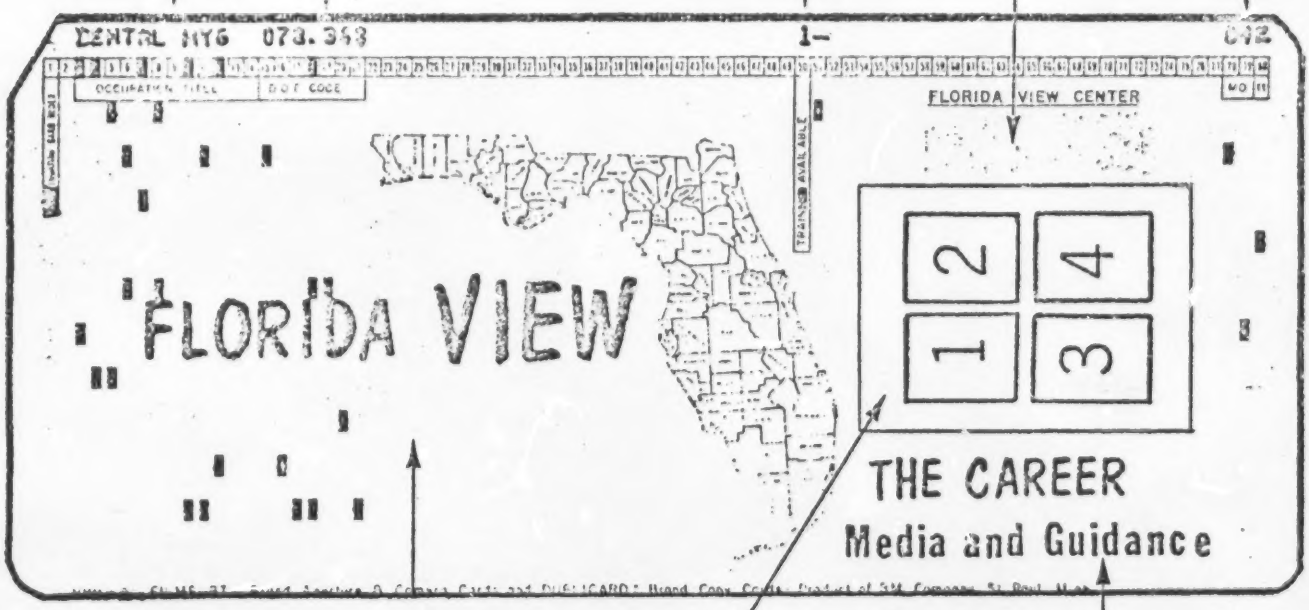
The introduction ("Anatomy Lesson I") of the accompaning Career Script are reprints from the FLORIDA VIEW newsletter, VIEWBRATIONS, Volume 1, Number 2.

ANATOMY LESSON I

While VIEWBRATIONS is not yet large enough to sport a centerfold, a la Playboy or Cosmopolitan, we do have a nifty little number we'd like to present - The FLORIDA VIEW Career Card. While the shape is something only a VIEW Coordinator (Alex or Bill) could love, the information presented therein is something everyone could come to greatly appreciate, if not in fact - down right love!!

Remember from Volume 1, Number 1, we discussed the Career Card under a section entitled KEY WORDS. (Sure you remember - salmon colored, general career information on careers requiring two years training or less - remember?)

Let's take a closer peek on the outside.



THE CAREER TITLE, USUALLY ABBREVIATED

THE DICTIONARY OF OCCUPATIONAL TITLES (DOT) NUMBER

INDICATES IF TRAINING IS READILY AVAILABLE, 1=YES, 2=NO

ADDRESS OF THE PREPARING FLORIDA VIEW CENTER

DATE PREPARED; THIS CARD WAS PRINTED APRIL 1972

COLOR THE "CAREER" CARD SALMON

VIEWSCRIPT LAYOUT. SEE FOLLOWING PAGES FOR SAMPLE "CAREER" VIEWSCRIPT

SCHOOL CENTERS WHERE FLORIDA VIEW MATERIALS AND EQUIPMENT ARE USUALLY HOUSED

Well, that's your basic FLORIDA VIEW Career Card.

Now let's take a close look at what is on the "inside" of the Career Card, the VIEWscript itself. Follow the arrows for a running commentary.

SA-71

D.O.T.: 359.878

Revision Date: February, 1972

VIEW'S STOCK-IN-TRADE: CURRENT, FRESH, CAREER INFORMATION ....IS THE CAREER MATERIAL YOU'RE USING THIS UP-TO-DATE? AND FREE?

Florida VIEW

Vital Information for Education and Work

THE CAREER: CHILD DAY - CARE CENTER WORKER
(NURSERY SCHOOL - CHILD CARE TEACHER)

The Child-Day-Care Center Worker organizes and leads activities of pre-kindergarten children in nursery schools or playgrounds operated for patrons of theaters, department stores, hotels, or working mothers.

CAREER SCRIPT PAGE 1

REQUIREMENTS AND QUALIFICATIONS

You should have these:

Personal Traits	Aptitudes	Physical Traits
Stable emotions	See your Counselor or Advisor	Normal hearing
A great deal of patience		Normal vision (natural or corrected)
High interest in children		Good physical health
Good judgement		Full use of both hands
Ability to work with others		Full use of both legs
Desire to serve the immature		

You must be able to:

Withstand some strenuous physical activity such as lifting or running
Withstand long periods of being on your feet
Endure distasteful situations such as bad odors, runny noses, dressing cuts
Work in close social and physical contact with children
Be creative
Expect and tolerate the unexpected

You should know that:

You cannot qualify if:
You have an active communicable disease (T.B., V.D., etc.)
You have a police record for any criminal (not civil) charge, (particularly undesirable: narcotics charges)
You must be a United States citizen or have filed intention to become one

SA-72
Child Day Care
Job Title: Center Worker

Revision Date February, 1972

D.O.T. 359.878

PREPARATION AND TRAINING NEEDED

The Child Day Care Worker:
Currently, a minimum of 2 years of college is required within any general major.
Training can be obtained in a 4-year college or junior college

The Course of Study Includes:
Minimum of 8 units in child psychology
Art
Education
Recreation/Physical Education
Home Economics
Music
Sociology
First-Aid

HARDLY DEFINITIVE YOU'LL AGREE--IT'S ONLY MEANT TO BE A GENERAL GLANCE AT THE CAREER'S BASIC EDUCATIONAL REQUIREMENTS

CAREER SCRIPT PAGE 2

WHERE IT IS DEEMED NECESSARY, THIS SECTION IS REGIONALIZED

Special entry requirements

License:

Other:

Apprenticeship:

Union membership:

PROSPECTS AND OPPORTUNITIES

Job opportunities and distribution
Opportunities for employment are excellent throughout the nation
The demand will remain greater than the supply through 1975. The reasons for the demand are:
Opportunities are greatest in population centers
Opportunities are greatest for women

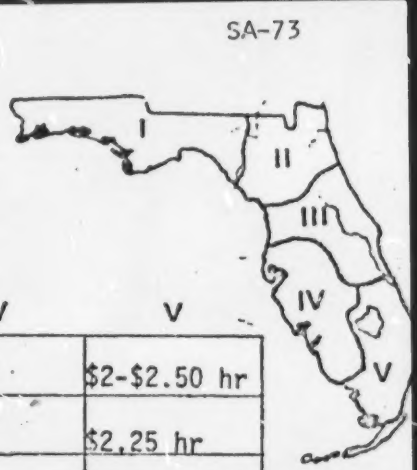
Opportunities for advancement
Opportunities for advancement are limited, but with additional training and education may work as:
Kindergarten teacher
Director of Child Care Center

1-9 (15 OF 23 PAGES)

Job Title: Child Day Care Center Worker

Revision Date: February, 1972

D.O.T. 359.878



Economic Returns:

	Region I	II	III	IV	V
Earnings range	$1.60-$2 hr				$2-$2.50 hr
Most workers earn	$1.60 hr				$2.25 hr
Usual starting salary	$1.60 hr				$2.00 hr
Hours per week	37-40				37-40

Hours of work: Will work an eight hour shift, but may be required to work very early or late shifts.

Fringe benefits: May participate in employee benefits, such as hospitalization insurance, paid vacations, sick leave, etc.

CAREER SCRIPT PAGE 3

MORE ABOUT THIS CAREER

The Child-Day-Care Teacher helps a child gain self-confidence by providing him with the opportunity to solve problems within his capabilities. She may help him with difficult tasks, recognizing individual differences in initiative and independence.

An important part of a nursery school teacher's job is her relationship with the parents. The teacher and parents exchange information which will be of help in working for the child's best interest at home and at school.

In Nursery Schools:
Presents ideas and materials so that children can learn comfortably and enjoyably in an informal environment. Typical tasks include:

- Offering activities which invite dramatic, creative, and spontaneous play
- Quiet times of listening to stories
- Listening to songs, records or instruments
- Directing children in eating
- Helping with toilet-training
- Finger painting
- Taking children on short walks--to fire stations, post office, park, grocery store

In Nursery Schools for Handicapped:
Includes some of the above tasks, and in addition:

- May prepare meals
- Regulate rest periods
- Feed children
- Keep daily anecdotal records

In Church-sponsored Nursery Schools:
Includes many of the normal tasks found in public nursery schools and often includes: Some instruction in religion -Work with parent groups

Working Conditions

Will work inside,usually in an air-conditioned building, but will also spend considerable time outside.

PLEASE NOTE.....AS THE PROJECT IS PERMITTED TO BE INTRODUCTED TO OTHER SECTIONS OF THE STATE (SEE MAP ABOVE) ECONOMIC RETURNS WILL BE INSERTED FOR REGIONS II, III, IV

Job Title: Child Day Care Center Worker

Revision Date: February, 1972

D.O.T. 359.878

Advantages and Disadvantages:

Working in close social and physical contact with children can sometimes be quite hard on the nerves. However this type of work is usually very rewarding.

SOURCES OF ADDITIONAL INFORMATION

EVERY CAREER HAS AT LEAST ONE SOURCE LISTED -- A MINI BIBLIOGRAPHY SO TO SPEAK

National Commission for Social Work Careers, 345 East 46th Street, New York, N.Y. 10017

CAREER SCRIPT PAGE 4

RELATED OCCUPATIONS:

(Your counselor can help you in finding these)

See D.O.T. Volume II, page 479

Animal Care (.874; .877) p. 511
Miscellaneous Personal Service Work (Food Serving, Portering, Valeting, and Related Activities) (.868; .878) p. 507
Nursing, X-ray, and Related Services (.368; 378) p. 477
Therapeutic and Related Work (.128; .228) p. 475

WHAT'S A BLUE CARD? IT IS A VIEW EXCLUSIVE (!) AND YOU'LL JUST HAVE TO WAIT FOR OUR BIG ISSUE #3 TO FIND OUT

CHECK FOR A BLUE CARD WHICH WILL DESCRIBE LOCAL TRAINING OPPORTUNITIES. IF YOU DON'T FIND ONE, SEE YOUR COUNSELOR.

Sample FLORIDA VIEW Local Training Script

The introduction ("Anatomy Lesson II") and accompanying Local Training Script are reprints from the FLORIDA VIEW newsletter, VIEWBRATIONS, Volume 1, Number 3.

ANATOMY LESSON II

In issue #2 we had a detailed look at card #1, the salmon colored "Career Card." This card contains general career information about careers requiring two years or less training.

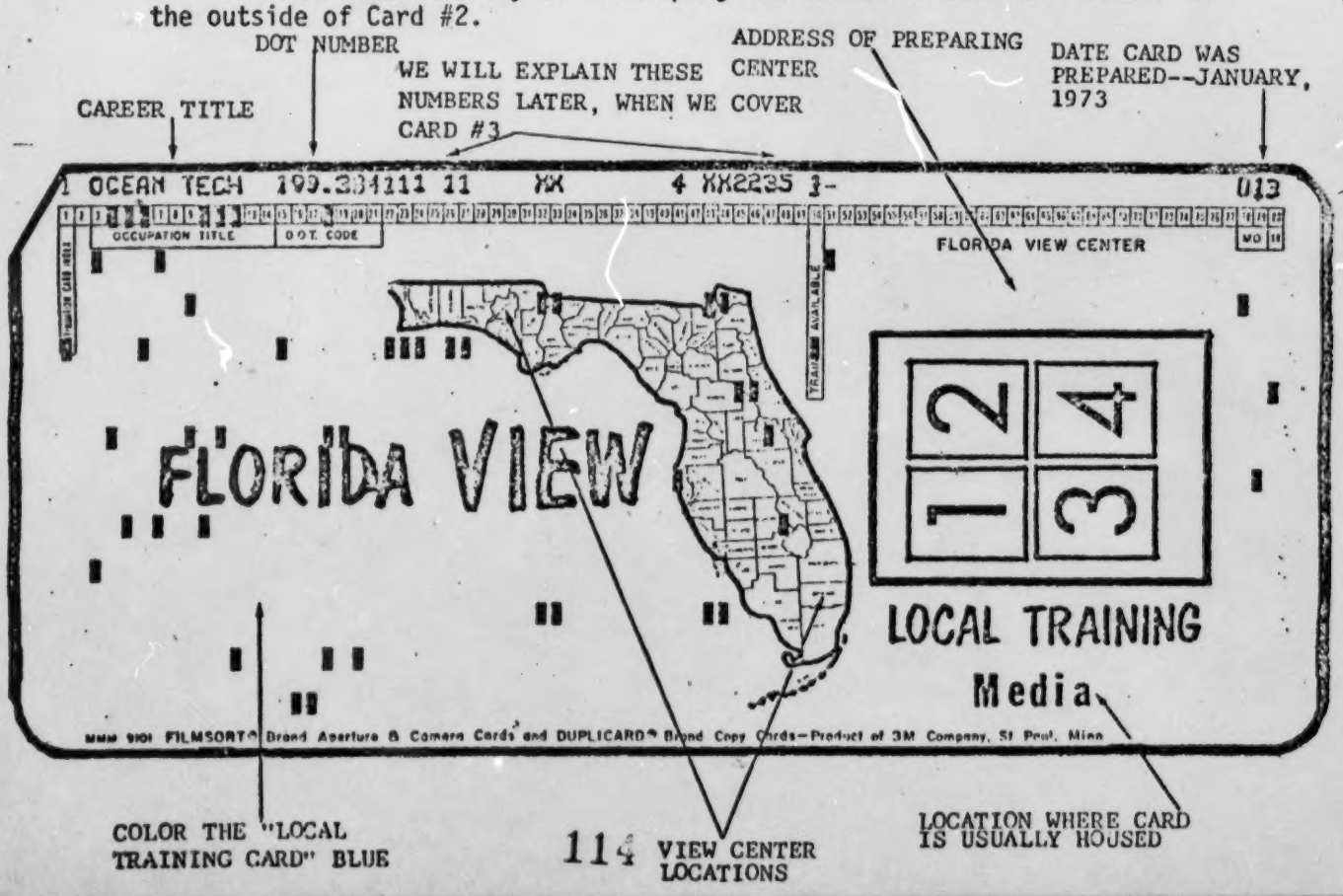
Well, now to the second facet of FLORIDA VIEW--the blue card or the "Local Training Card" as we old timers know it. This card lies at the heart of the FLORIDA VIEW system. Thereas in the "Career Card" we talk in general terms about a certain career, the "Local Training Card" gets down to specifics.

The FLORIDA VIEW Centers attempt to match a "Local Training Card" (blue) to every "Career Card" (salmon). To do this they first must define what will be considered the local training area from which they will research and gather available training information. The VIEW Center in Chipley settled upon a radius of 100 miles from the Center. So its' local training area extends from Tallahassee to Pensacola. The VIEW Center in Hollywood, because of denser population, did not extend its local training area out quite as far. (By the way, the FLORIDA VIEW Centers will be glad to work with you and your Regional Area Program Coordinator--see minitorial in back--in determining a local training area for your district.)

The second step in developing Card #2 is to review all careers listed in Card #1 (Career-salmon). At present there are 150 "Career Cards". The VIEW Centers then attempt to match careers with local available training at the various institutions within their local training areas. Of course there are more career possibilities than available training, (the DOT lists over 25,000 careers!" But you get the picture). To date each VIEW Center has developed over 50 "Local Training Cards" with more being researched and written as time goes on.

The third step is the toughie! Each institution found in the local training area has to be visited and surveyed as to what is offered, what is required, what are the costs, etc. All things being equal this process alone can age you by 10 years. This done, and set down in black and white and microfilmed, you have a "Local Training Card". All that's left to do is to review the script every six months to insure authenticity and currentness.

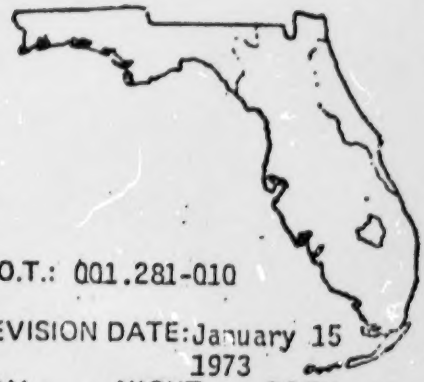
That's the history of developing the inside of Card #2. Below is the outside of Card #2.


DOT NUMBER
ADDRESS OF PREPARING CENTER
DATE CARD WAS PREPARED--JANUARY, 1973
CAREER TITLE
WE WILL EXPLAIN THESE NUMBERS LATER, WHEN WE COVER CARD #3
1 OCEAN TECH 199.384111 11 XX 4 XX2235 1- 013
OCCUPATION TITLE
D.O.T. CODE
FLORIDA VIEW CENTER
TRAINING AVAILABLE
FLORIDA VIEW
1 2 3 4
LOCAL TRAINING Media
FILMSORT Brand Aperture & Camera Cards and DUPLICARD Brand Copy Cards—Product of 3M Company, St. Paul, Minn.
COLOR THE "LOCAL TRAINING CARD" BLUE
114 VIEW CENTER LOCATIONS
LOCATION WHERE CARD IS USUALLY HOUSED

THE HEART OF VIEW, LOCAL TRAINING INFORMATION, THIS SCRIPT IS REVIEWED EVERY 6 MONTHS

Florida VIEW

Vital Information for Education and Work



LOCAL TRAINING OPPORTUNITIES

D.O.T.: 001.281-010

TITLE: Architectural Draftsman

SEEING IS BELIEVING, THIS SCRIPT IS IN FLORIDA SCHOOLS RIGHT NOW!

REVISION DATE: January 15 1973

TRAINING AVAILABLE:

DAY ____ NIGHT___ BOTH _X_

SCHOOL	LENGTH	PGM CALLED	AWARD	COST
Lewis M. Lively Area Vocational Technical School	18 months	Architectural Drafting	Certificate	Lab fees plus books

SCHOOL	LENGTH	PGM CALLED	AWARD	COST
Washington Holmes Area Vocational Technical Center	High School- 1080 hours Post Secondary- 1400 hours	Drafting	Certificate	High School- $6.00 Post Secondary- $33.00

SCHOOL	LENGTH	PGM CALLED	AWARD	COST
Gulf Coast Community College	2 years	Engineering Technology	Associate of Applied Science	$485.00

SCHOOL	LENGTH	PGM CALLED	AWARD	COST
Chipola Jr. College	2 years	Drafting	Certificate	High School- None Post Secondary- $233.00

SCHOOL	LENGTH	PGM CALLED	AWARD	COST
Okaloosa Walton Jr. College	2 Years	Drafting and Design Technology	Associate of Science Degree	$600.00

SCHOOL	LENGTH	PGM CALLED	AWARD	COST
	THESE ARE THE SCHOOLS OFFERING TRAINING IN THIS PARTICULAR CAREER WITHIN A 100 MILE RADIUS OF CHIPLEY. DO YOUR STUDENTS KNOW ALL THE TRAINING AVAILABLE TO THEM WITHIN EASY DRIVING TIME?			

LOCAL SCRIPT PAGE

IF PRIVATE SCHOOL: Inclusion in this summary is not meant to imply a recommendation. See your counselor.

SA-79

USUALLY A COMPOSITE LIST OF COURSES FROM THE SCHOOLS FOUND ON PAGE 1

Job Title: Architectural Draftsman

Revision Date: January 15, 1973

D.O.T. 001.281-010

COURSE OF STUDY INCLUDES:

PART I

Basic Knowledge and Skills
Principles of Projection
R-1 Related
Developments and Intersections
Related Elements
Working Drawings
Miscellaneous Drafting
R-2 Related
Technical Aspects of Specialized Drafting
Drafting for Building and Other Structures
Surveying Principles, Maps and Highway Drawings
R-3 Drafting Room Mathematics
Pictoral Drawing
Machine Drawing and Detailing
Miscellaneous Drafting Types
Electrical and Electronic Diagrams and Layouts
R-4 Drafting Room Operation and Use of Equipment

PART II

Architectural Construction
Architectural Design
R-1 Related
Structural Design
R-2 Related
Details
Planning and Drawing I
R-3 Related
Planning and Drawing II
Estimating
Office Practice and Specifications
R-4 Related

ADDITIONAL FACTS ABOUT TRAINING:

THIS SECTION ALLOWS FOR POLICY AND COURSE OFFERING DIFFERENCES BETWEEN INSTITUTIONS. FOR EXAMPLE — — "...INTERNSHIP TRAINING AVAILABLE AT SO-AND-SO SCHOOL," OR "...STUDENT MUST MAKE AN APPOINTMENT TO BE INTERVIEWED BEFORE ACCEPTANCE TO THIS PROGRAM AT SUCH-AND-SUCH SCHOOL."

COURSE DESCRIPTION:

This course is designed to train the student to prepare clear, complete, and accurate working plans and detail drawings, specializing in planning artistic architectural and structural features of any class of buildings and like structures: Sketches designs and details, using drawing insturments. Makes engineering computations involved in the project and computes cost. Makes freehand drawings of proposed structure when necessary to clarify plans. May specialize in planning architectural details according to structural materials used.

LOCAL EMPLOYMENT OUTLOOK:

REVIEWED EVERY SIX MONTHS WITH THE AID OF THE FLORIDA EMPLOYMENT BUREAU

Excellent job opportunities in this area for architectural draftsman.

LOCAL SCRIPT PAGE 2

SA-80

Job Title: Architectural Draftsman

Revision Date: January 15, 1973

D.O.T. 001.281-010

THERE'S THAT CURRENT DATE AGAIN. THINK THE STUDENTS WILL NOTICE IT?

SOURCES OF LOCAL INFORMATION

VIEW PROVIDES NAMES AND PHONE NUMBERS OF SCHOOLS, WHERE TRAINING CAN BE FOUND, AND OCCASIONALLY INTERESTED BUSINESSES, INDUSTRIES, AND INDIVIDUALS.

Okaloosa Walton Jr. College
Niceville, Fla. 32578

678-5111

Washington Holmes Area Vocational Technical Center
Chipley Fla 32428
638-1180

Lewis M. Lively Area Vocational Technical Center
Tallahassee Fla 32304
576-3181

Chipola Junior College
Marianna Fla 32446
482-4935

Gulf Coast Community College
Panama City Fla 32401
769-1551

DESIGNED TO PROVIDE OCCUPATIONAL SPECIALISTS, COUNSELORS AND INSTRUCTORS WITH FEEDBACK FROM THE STUDENT. TO GET THIS INFORMATION THE STUDENT MUST ASK FOR IT...IT IS NOT PRINTED ON THE BLUE CARD. AT THIS POINT VIEW HAS DONE ITS JOB

INDIVIDUAL PERSONAL CONTACTS

There are persons who are willing to be contacted from time to time concerning this occupation. They have first hand knowledge of this occupation and may be able to answer many of your questions. Please consult with your counselor for these resources.

Mr. Ross Dunham, Coordinator
Industrial Education
Lewis M. Lively Area Vocational-Technical School
500 N. Appleyard Drive
Tallahassee, Fla. 32304

J.L. Wilson, Instructor
Washington Holmes Area Vocational Technical Center
Chipley, Fla. 32428

Fred Howell, Dean
Chipola Jr. College
Marianna, Fla. 32446

George Wigfall, Professor
Gulf Coast Community College
Panama City, Fla. 32401

Chilton Jensen
Okaloosa Walton Jr. College
Niceville, Fla.
678-5111

THIS INFORMATION IS ONLY AVAILABLE ON A LOCAL TRAINING CARD DESIGNED ESPECIALLY FOR EDUCATORS. IT IS COLOR-CODED YELLOW.

LOCAL SCRIPT PAGE 3

A FUN THING FOR STUDENTS TO DO. IT PROVIDES THEM WITH IMMEDIATE FEEDBACK ABOUT THEIR AFFECTIVE AND COGNITIVE RATINGS ON THE CAREER

Job Title: Architectural Draftsman

Revision Date: January 15, 1973

D.O.T. 001.281-010

PERSONAL EVALUATION

Now that you have read the description and characteristics of this occupation take a minute to reflect on your own characteristics and self description.

Listed below are some check points to help you to see if your picture of yourself is similar to the occupational description presented in the preceding seven pages. There will probably be many areas that you are not sure of yet as well as those to which you can definitely give an "O.K." or "No." This occupational description is intended to serve as a brief resume – not a complete report. Your counselor has additional information on both you and this occupation.

	O.K.	NOT SURE	NO
Personality Traits see page 1, card 1			
Physical Traits see page 1, card 1			
Opportunities for me in this occupation, including opportunities for advancement see page 2, card 1 and page 2, card 2			
Suitability of wages, hours of work, working conditions, etc. see page 3, card 1			
Advantages and Disadvantages see page 4, card 1			
The subjects I am now taking and plan to take will allow me to enter this occupation see page 2, card 1			
I will be able to get training in this field from a local school see page 1, card 2			
Ability to finance this training see page 1, card 2			

SEE! WE KEEP TELLING YOU THAT FLORIDA VIEW IS JUST ONE (GOOD) METHOD OF GETTING INFORMATION OUT TO THE STUDENTS. VIEW IS DESIGNED TO WORK WITH AND SUPPLEMENT ALL TYPES OF CAREER INFORMATION.

If you have answered some of these check points "Not Sure" or "No" and you still wish to leave this occupation in as a possibility, you should

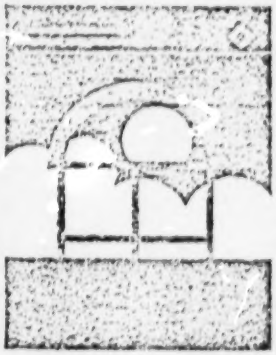
make a copy of this page and record the appropriate check marks, then . . .
talk this matter over with your counselor, and . . .
check further into the sources of additional information listed on page 4, card 1 and page 3, card 2.

LOCAL SCRIPT PAGE 4

Occupational Outlook Handbook

The HANDBOOK is one of the most widely used resources in the vocational guidance field. The 1976-77 edition covers more than 850 occupations and 35 major industries. For each major job discussed, you can get authoritative information on

- ★ what the work is like
- ★ job prospects to 1985
- ★ personal qualifications, training, and educational requirements
- ★ working conditions
- ★ earnings
- ★ chances for advancement
- ★ where to find additional information



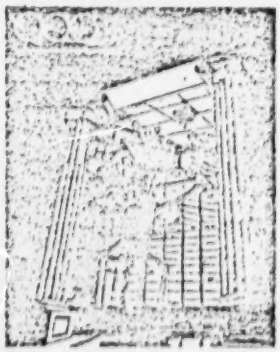
The OCCUPATIONAL OUTLOOK HANDBOOK is published every 2 years. The 1976-77 edition has been completely updated to reflect the latest information on earnings and the effects of technological and economic changes on the job outlook. Other features include the addition of new occupations, updated materials for helping to match personal interests and abilities with occupations, and expanded information on school subjects useful in each occupation.

Price of the 783 page HANDBOOK—the most comprehensive ever—is $7. To order, use form on back page. (Deduct 25 percent for 100 or more HANDBOOKS sent to a single address.)

Occupational Outlook Quarterly

OCCUPATIONAL OUTLOOK QUARTERLY is published in color four times during the school year. The QUARTERLY keeps you abreast of occupational and employment developments between editions of the HANDBOOK. In nontechnical language, you learn about new educational and training opportunities, emerging jobs, changing technology that affects the world of work, and the latest information from the Bureau of Labor Statistics on occupations, employment, and earnings. Following are a few examples of subjects covered in recent issues of the QUARTERLY:

- ☆ counseling black teenage girls
- ☆ sources of new state and local job outlook information
- ☆ career prospects in music therapy; petroleum engineering; dry wall construction
- ★ occupational outlook for the mid-1980's
- ★ future job prospects for Ph.D's.

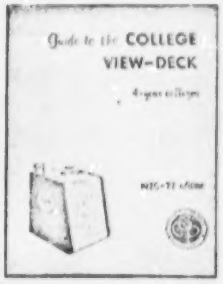


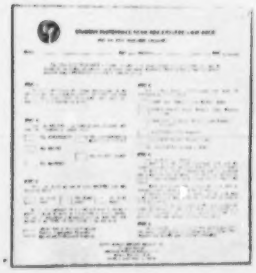
The QUARTERLY has won four awards for excellence during the past 5 years. Subscribe today and find out why. Price $4 for a 1-year subscription; $1.30 a copy. (Deduct 25-percent for 100 or more copies or subscriptions to be sent to a single address) *AVAILABLE ONLY FROM THE U.S. GOVERNMENT PRINTING OFFICE.* To order, use form on back page.

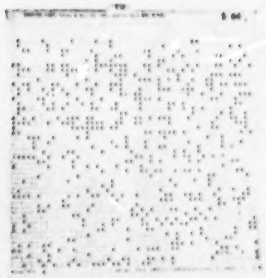
A Reminder: The OCCUPATIONAL OUTLOOK HANDBOOK, and other occupational outlook publications, are eligible for purchase by schools under Title II (funds for library resources) and Title IV-B (libraries and learning resources) of the Elementary and Secondary Education Act. Under certain circumstances, publications also may be obtained under Title I of the Act (programs for disadvantaged children). For information about these fund sources, contact the appropriate Title Coordinator of your State education agency.

CHRONICLE GUIDANCE
Publications, Inc.
Moravia, New York 13118

1-11
1-12







Package includes:

- Complete 2-Year & 4-Year Deck
- Wall Chart
- Instruction Manual
- 2- & 4-Year Student Preference Forms
- Lighted Viewer

COLLEGE VIEW-DECKS

The COLLEGE VIEW-DECKS, revised biennially, are information retrieval systems that allow students to use their own input to explore postsecondary educational opportunities. Student input includes preference on geographic location, major field of study, type of program, cost, enrollment, accreditation, control, and student body. The COLLEGE VIEW-DECKS help students select colleges that meet their personal criteria. As precounseling tools, the VIEW-DECKS greatly assist counselors by furnishing information to students before counseling sessions.

The COLLEGE VIEW-DECKS, introduced in 1964, are inexpensive, efficient, valid, and up-to-date. They are standard equipment in many counseling offices.

Updating is on a regular schedule—the Two-Year VIEW-DECK is completely revised in even-numbered years; the Four-Year VIEW-DECK is completely revised in odd-numbered years.

900DV $189.00

Sarasota County, Florida

(1-13)

"F.L.A.G."

F.L.A.G. (Future Life Analysis and Guidance Program) was a proposal submitted by Sarasota County's Career Education staff. The objective of the proposal was to expand upon "Getting Ready for Your Future." (See 1-14)

F.L.A.G. was basically the same as "Getting Ready for Your Future" with the addition of activities appropriate to students whose post-secondary careers include technical programs, apprenticeships, military, and/or immediate employability.

The program was modified for use in a comprehensive high school.

(1-14)

"Getting Ready for Your Future"

With the assistance of a career education project curriculum specialist, a group of teachers and the counselor from Pine View, Sarasota's school for the gifted, designed a self-study package to help their students make career decisions and complete college placement. Because more than 95% of Pine View's students matriculate at some college, a program of this nature was needed.

Using a modular approach, the program was designed to have students begin the first module in the ninth grade and complete the last module in the twelfth grade. Activities within the program were developed to help students inventory their interests and abilities, research career areas of interest to them, make career decisions, identify colleges which had programs that fit their career goals, make application to college(s) of choice, and identify resources of funds to finance their education. Individual guidance and counseling was built into the program to insure student progress.

EDUCATION ACHIEVEMENT CORPORATION
P.O. BOX 7310 • WACO, TEXAS 76710 • (817) 772-7812

1-15

P.I.E.S. (Picture Interest Exploration Survey)

Consists of 156 slides of hands performing tasks. It yields scores indicating level of interest in thirteen areas. Requires one class period to administer and score. Tape with complete instructions included.

SRA
SCIENCE-RESEARCH ASSOCIATES, INC.
259 East Erie Street, Chicago, Illinois 60611
A Subsidiary of IBM

1-16

Job Experience Kits

GRADES 8–14

Consultant John D. Krumboltz

The Program Work-simulation experiences in 20 representative occupations. Students solve problems typical of each occupation. Generates career exploration and exposes students to real job activities.

Suggested Use Individual or group basis in guidance classes, homeroom, vocational and social studies, career-education centers, or English courses.

Highlights Occupational tools included where feasible and appropriate.

- Variety of occupational levels and fields represented.
- Realistic problem-solving approach.
- Little reading required except for occupations where it is essential, such as law or elementary teaching.

Components Task materials and a pad of 30 answer sheets for each of the following occupations: accountant, appliance service worker, auto mechanic, beautician, carpenter, designer, drafting technician, electronics technician, elementary school teacher, lawyer, librarian, medical technologist, motel manager, plumber, police officer, salesperson, secretary, truck driver, veterinarian, and X-ray technician; also includes a User's Guide.

		List Price	School Price
5-4000	Job Experience Kits	$235.40	$176.55
5-4005	Complete Set of 20 Pads of Answer Sheets	21.20	15.90
5-4225	Specimen Set	6.07	4.55

1-17 Widening Occupational Roles Kit
See Manatee County Middle School Resource Abstract A-70

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Moravia, New York 13118

SA-86

1-18

PROGRAMMED WORK AWARENESS KITS by

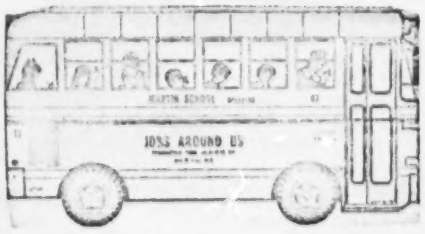
Jack R. Frost, Jr., Ed.D.; Linda Ratliff, M.A.; Judith C. Taylor, M.Ed.

The authors of this program bring well-rounded, solid backgrounds to the development of these outstanding units. Dr. Frost, currently director of Human Resources Consultants, Inc., has been involved in developing and researching innovative, educational programs all of his professional career. Linda Ratliff brings to PWAK B a wide, varied background in elementary teaching and counseling. She is currently completing graduate study at the University of Virginia. Judith Taylor's expertise in music and composition, manifest in PWAK B, plus her background in elementary education, forms a practical foundation for work in development of PWAK A and the forthcoming PWAK C. These dedicated educators-counselors have developed a meaningful program for use by their peers.

PROGRAMMED WORK AWARENESS KITS provide more than materials, curriculum content, and career education exposure. They provide working tools to enable busy educators to easily teach basic concepts and values deeply rooted in our society. The kits contain materials not only to teach all basic learning skills but also to enable children to develop knowledge of the working world and positive attitudes toward work and its value in our culture. The learning experiences, constructed on sound psychological principles, include behavior modification activities and active pupil participation and guaranteed success experiences for all primary learners. This sequential and developmental program offers a simple way for educators to help today's learners meet contemporary goals. PROGRAMMED WORK AWARENESS KITS provide classrooms with all necessary materials to implement modern educational activities educators are talking about today. As elementary educators face more and more demands to supply varied and accountable learning experiences for their students, they will need new competency based approaches to learning, such as those incorporated in PROGRAMMED WORK AWARENESS KITS.

E32A or E32B $150.00

NEW



Activities for:	Reading Skills	Reading Readiness	Language	Math	Art	Music	Creativity	Personal	Occupational	Mental & Intellectual	Work & Leisure
PWAK A											
Picture Story Charts	X	X	X						X	X	X
Economic				X				X	X	X	X
Workbook	X	X	X	X	X		X	X	X	X	X
Records	X	X	X			X		X	X	X	
Puzzles		X		X	X		X	X	X	X	X
Worker Games	X	X	X					X	X	X	
Costumes			X				X	X	X	X	
Puppet			X				X	X	X	X	X
Color Chart					X			X		X	
Reward Cards	X	X	X					X	X	X	X
PWAK B											
Picture Story Charts	X	X	X					X	X	X	X
Puppets			X				X	X	X	X	X
Workbooks	X	X	X	X	X		X	X	X	X	X
Job Description Cards	X								X	X	
Economic				X				X	X	X	X
Records			X			X		X	X	X	
Payday Game		X						X	X	X	X
Every Child Has a Job			X	X				X	X	X	X
Worker Card Game								X	X	X	X
Cash Register	X	X	X	X			X	X	X	X	X

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259 East Erie Street, Chicago, Illinois 60611
A Subsidiary of IBM

1-19

Occupational Exploration® Kit

GRADES 9-14

Consultant Laurence L. Belanger

The Program A systematic, personalized approach to job investigation using the unique OccuScan® coding device and the Student Record Book. Students explore a wide variety of occupations in terms of abilities and education required in relation to their own achievements and objectives and the interests the job satisfies for them. Four hundred illustrated 4-page briefs provide a thorough, up-to-date description of individual jobs, including qualifications and training, earnings, and outlook, plus selected references. Twenty Job Family Booklets, organized according to USOE clusters, provide additional information, relating jobs by interests and skill. Eight Guidance Series Booklets cover the world of work; careers and college; how personality and interests relate to career choice; school subjects and college as related to careers; part-time jobs; and job hunting.

Suggested Use For group and individual career and educational counseling in homeroom, career-education center, or classes. An ideal resource file for guidance and counseling offices or the library.

Highlights Intriguing OccuScan coding device helps individual focus on relevant career information in an easy-to-use system.

- Individualized approach using Student Record Book.
- Guide for teachers and counselors.
- Related resource booklets.
- Materials written at sixth- to seventh-grade reading level except for technical terms.
- Can be kept up to date with SRA Guidance Service Subscription.

Components OccuScan coding device, 400 Occupational Briefs, Index, 20 Job Family Booklets, 8 Guidance Series Booklets, 25 Student Record Books, Guide for Counselors and Teachers, all in one sturdy kit.

		List Price	School Price
5-1000	Occupational Exploration® Kit	$211.87	$158.90
5-41003	Student Record Books (pkg. of 25)	10.20	7.65
5-2101	OccuScan® Coding Device	18.07	13.55
5-91	Set of 400 Occupational Briefs	170.67	128.00
5-1005	OEK® Guide, each	1.47	1.10
5-1004	Alphabetical List of Occupational Briefs	1.32	.99
5-1006	OEK Specimen Set	4.93	3.70

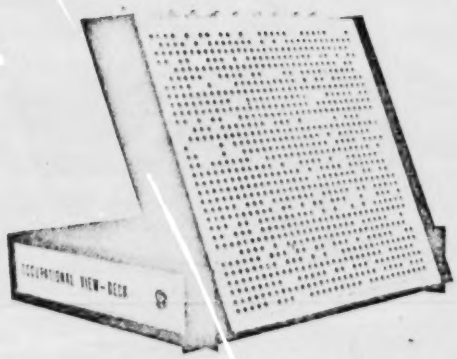
Updating Service Kit can be kept up to date with Guidance Service Subscription, described below.

CHRONICLE GUIDANCE
Publications, Inc.
Moravia, New York 13118

SA-88

1-20

OCCUPATIONAL VIEW-DECK



- 46 Criteria Cards
- Instruction Manual
- 50 Temperament Check Lists
- Occupational Profiles
- 50 Student Profile Forms
- Wall Chart
- Boxette Viewing Surface
- Grid Card

NEW IMPROVED REVISED

The OCCUPATIONAL VIEW-DECK is a self-evaluative counseling aid offering persons opportunities to explore 605 occupations in order to find those compatible with their temperaments, interests, education, training programs, physical capabilities, and desired working conditions. The OCCUPATIONAL VIEW-DECK is keyed to the *Third Edition D.O.T.* and U.S. Department of Labor data.

NEW FORMAT

For the counseling audience with physical limitations. The section on physical demands and working conditions now allows persons to select occupations compatible with their preferences and capabilities.

IMPROVED PRODUCT QUALITY

New cards (.007 thick, clear, DuPont Mylar), new appearance.

REVISED OCCUPATIONAL PROFILES

The 605 occupations in the revised OCCUPATIONAL VIEW-DECK are outlined in *Occupational Profiles*, which contains information on each occupation. Subheadings under each profile include Work Performed, Training Standards, Qualifications, Sources of Additional Information, and Related Occupations.

903D-75 $90.00

SCIENCE RESEARCH ASSOCIATES, INC.
259 East Erie Street, Chicago, Illinois 60611
A Subsidiary of IBM

1-21

Career Information Kit

GRADES 9–14

Compiled by A. H. Edgerton

The Program A library of the best available occupational materials furnishes comprehensive information on jobs employing over 90 percent of the labor force today. Approximately 500 pieces of current literature meeting NVGA guidelines are alphabetically filed by job families to help students explore many job possibilities. Easy reference to specific job titles. Carefully selected publications for both counselor and student in areas of educational, career, personality, and employment guidance and counseling. The Index is cross-referenced to the Dewey decimal system, directing the student to further reading.

Suggested Use For group and individual career counseling; for personal exploration after taking Kuder or other interest or vocational surveys; for use with Occupational Exploration® Kit and Job Experience Kits; or as resource file for social studies, guidance counseling offices, career-education center, or libraries.

Highlights Complete vocational library in one package. Can easily be expanded. Mobile—can be rolled from one classroom to another in two-drawer metal file on wheels.

- Simple job-family filing plan.
- Cross-referenced to Dewey decimal system.
- Expandable.
- Separate counselor's section.

Components Approximately 500 pieces of current occupational literature, 1 Your CIK and How to Use It, 20 Instruction Sheets, 1 Index, and 1 set of imprinted file folders.

		List Price	School Price
5-2740	Career Information Kit (in corrugated case)	$482.67	$362.00
5-2745	Career Information Kit (in metal file)	665.33	499.00
5-2153	Complete Set of File Folders	47.73	35.80
5-2741	Index to CIK	1.29	.97
5-2742	Your CIK and How to Use It	1.87	1.40
5-42504	Student Instruction Sheets (pkg. of 20)	1.73	1.30
5-2743	CIK Specimen Set	3.00	2.25

Updating Service Can be kept up to date with a Guidance Service Subscription, described on page 69.

BREAD AND BUTTERFLIES

The full implementation of BREAD AND BUTTERFLIES (with its accompanying classroom materials and activities) will help students to:

1. Develop a clearer more positive understanding of self;
2. Exert greater control over their lives through decision-making and planning;
3. Develop personal and interpersonal skills and attitudes essential to success in school and work;
4. Develop greater respect for other people and the work they do;
5. Develop a clearer concept of successful work behavior;
6. Develop skills necessary to gather, process and act upon information about self in relation to a constantly changing work environment;
7. Relate their immediate experiences and decisions to their evolving career development;
8. See the connection between school and the real world.

Guides

Guide materials are available upon request for teachers using the series. The guide contains suggestions for the use of the lessons and additional suggestions to make application of concepts learned in the lesson.

In-Service Program

An informational program and a program designed for teachers are both available upon request.

Workshop Materials

Leaders' materials, including a handbook, reference items and a variety of audio-visual materials are available for training teachers.

FACT SHEET # 9

AUDIENCE

Children ages 9 - 12

DISCIPLINE

Career Awareness, Multi-disciplinary applications

NUMBER & LENGTH OF LESSONS

15 - (see titles)

AVAILABILITY	*YES*	*NO*
Loan n/a after 06/30/77	X	
Purchase	X	
Dubbing	X	
Film	X	
Video Tape	X	
Broadcast	X	
Color	X	
Black & White		X

(See page in handbook for machines served.)

DUBBING INFORMATION

4 - one hour tapes

PREVIEW - UPON REQUEST

PURCHASE INFORMATION

Agency for Instructional Television
Box A
Bloomington, Indiana 47401

$ 125 - Student lessons
$ 115 - In-Service
$ 90 - Promotional

BREAD AND BUTTERFLIES

1. Treasure Hunt - 14:40
2. Work Means - 14:25
3. Me, Myself & Maybe - 14:30
4. Decisions, Decisions - 14:17
5. School & Jobs - 14:32
6. Taking Care Of Business - 14:43
7. I Agree - You're Wrong - 14:35
8. Success Story - 14:31
9. The Way We Live - 14:28
10. Planning Ahead: The Racer - 14:18
11. Things, Ideas, People - 14:33
12. People Need People - 14:30
13. Our Own Two Hands - 14:26
14. Power Play - 14:20
15. Choosing Changes - 14:24

In-Service: Using Bread & Butterflies - 19:28

Promotional: About Bread & Butterflies - 14:06

. . . freedom to hope, to choose, to change

CHIEF CONSULTANTS

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Principal Consultant for Related Materials
Director, Division of Program and Staff Development
Georgia State Department of Education

W. Wesley Tennyson, Ed.D.
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Professor of Educational Psychology
University of Minnesota

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Mesa, Arizona Public Schools

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Oregon Board of Education

Charles W. Ryan, Ph.D.
Associate Professor, College of Education
University of Maine

W. Wesley Tennyson

CURRICULUM GUIDE PRINCIPAL WRITER

Deede Sharpe
Georgia State Department of Education

PROJECT DIRECTOR/ EXECUTIVE PRODUCER

Larry Walcoff AIT/NIT

PRODUCERS FOR AIT/NIT

KETC-TV
St. Louis, Missouri

WHRO-TV
Norfolk, Virginia

WNVT-TV
Annandale, Virginia

Unit Productions of the Utah State Board of Education

Georgia ETV Network of the Georgia State Department of Education

EVALUATION BY

Educational Testing Service, Princeton, New Jersey

American and Canadian distribution in 1974./ Available on video tape, film, and cassette.

The Agency for Instructional Television is a nonprofit American-Canadian organization established to strengthen education through television and other technologies. Its primary function is the development of joint program projects involving state and provincial agencies. A division of AIT is National Instructional Television, which manages the cooperative projects. AIT has its main offices in Bloomington, Indiana, and regional offices in the Washington, D.C., Atlanta, Milwaukee, and San Francisco areas.

© Copyright 1974
Agency for Instructional Television

Bread & Butterflies

Agency For Instructional Television / Box A, Bloomington, Indiana 47401 / National Instructional Televis

SA-93

"bread & butterflies" is about people, specifically about people nine-to-twelve-years-old—who they are and what they will become.

It says to these young people, "You're in charge. You can exert a strong influence on what tomorrow does for you."

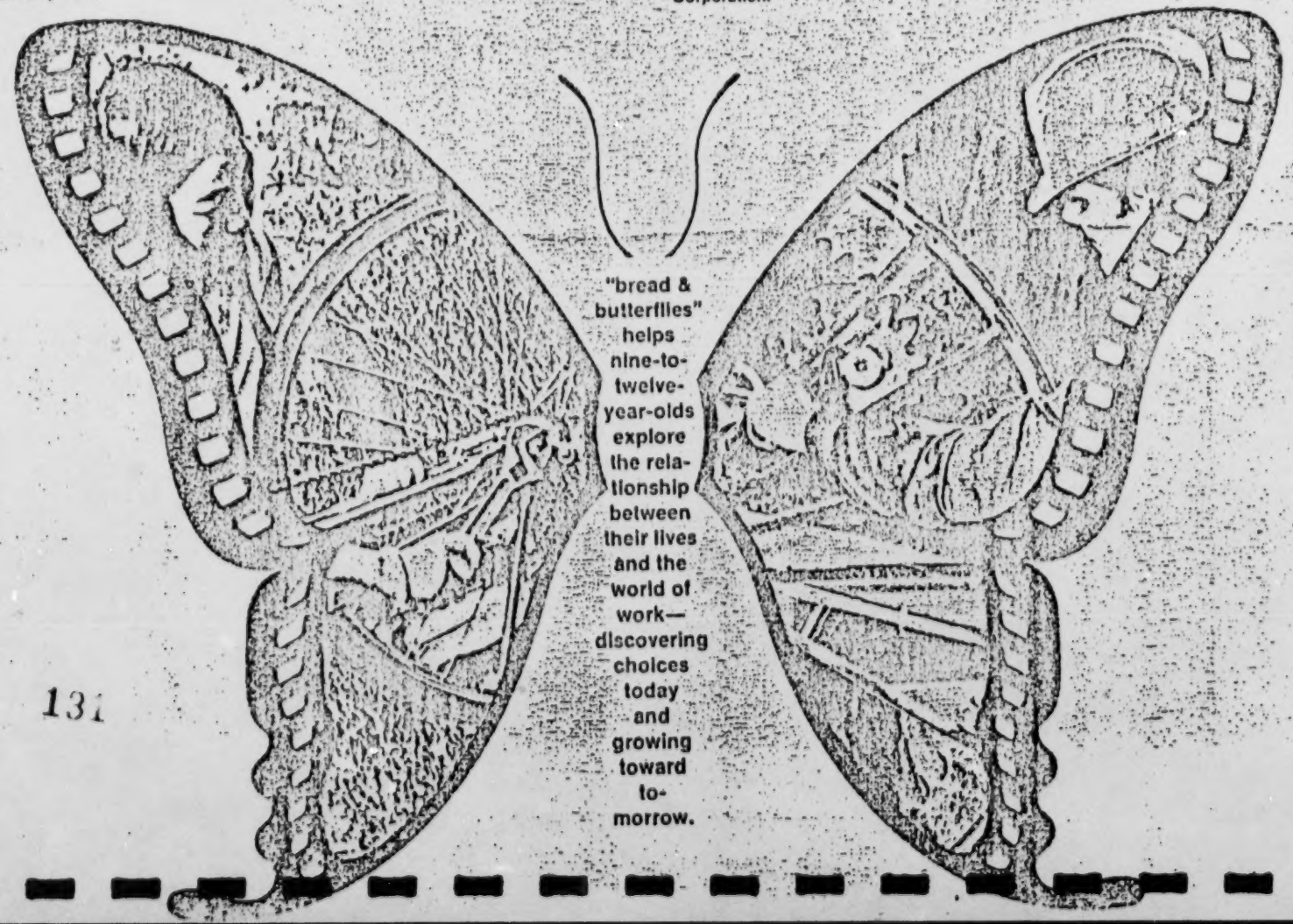
"bread & butterflies" is a television series and more. It's an instructional package with classroom materials to relate in-school learning experiences to the outside community in such a way that it facilitates student career development.

Special features of the project include a comprehensive teacher's guide, twenty-minute in-service teacher's program, fifteen-minute informational program, and workshop training materials.

- Fifteen career development programs, each fifteen-minutes in length.
- Based on two years of planning and development by career education specialists, elementary education specialists, vocational education and guidance specialists, and educational broadcasters.
- Supported by a consortium of thirty-four agencies, including state departments of education, ETV networks, ETV commissions, and local educational agencies. Developed with assistance from Exxon Corporation.

In our society an individual's freedom and his perception of self are often defined by his ability to participate in our economic system.

The series establishes career development goals that are essential to future career choices and to an understanding of the economy itself. It recognizes that the individual, and not the job description, is the real area of concern, and that to understand others and the work they do provides the student with a means of understanding himself.



"bread & butterflies" helps nine-to-twelve-year-olds explore the relationship between their lives and the world of work—discovering choices today and growing toward tomorrow.

(1-23)

TITLE: The Yellow Brick Road
PUB DATE: 1975
PROJECT: The Elementary Guidance & Career Education Proj.
PROJECT DIRECTOR: Ellen S. Amatea
AVAILABILITY: $2.25 in-state
$4.50 out-of-state

READING LEVEL: Adult
AUDIENCE: Administrative Personnel, Guidance Personnel, Teachers
FORMAT: softcover resource guide/ 175 p.
CONTENT: Career Awareness/Elementary School Students
SOURCE: Cathy Anderson
Distribution
Career Education Center
415 N. Monroe Street
Tallahassee, FL 32306

ABSTRACT:

Covering the importance of career guidance in the elementary school, career development programs, and resources for facilitating career development, this guide was designed to inform educators of current guidance strategies. The need for, and nature and implementation of an elementary school career development program is discussed. Activities for 3 levels (K-1, 2-3, 4-5) include a statement of goal area, concepts, developmental objective, materials required, procedures, and additional learning activities. Supplementary portions of the guide include publisher's addresses, title index and author index.

ANNOTATION:

Designed to inform educators of current guidance strategies, this resource guide covers the importance of career guidance in the elementary school, career development programs and activities, and resources for facilitating career development.

(JJ)

TITLE: G.R.O.W. (Gaining the Realities of Work)
PUB. DATE: 1975
PROJECT: G.R.O.W.
PROJECT DIRECTOR: Maxine F. Carr

READING LEVEL: Adult
AUDIENCE: Guidance Personnel, Teachers
FORMAT: activity cards/ inservice materials
CONTENT: Activity Learning/ Career Education/ Grades K-12
SOURCE: Cathy Anderson
Distribution
Career Education Center
415 N. Monroe Street
Tallahassee FL 32306

AVAILABILITY: Only the 4 GROW classroom activity packs are available for purchase. Included with each purchase is an inservice training booklet. In-state: K-2 $1.75, 3-6 $1.75, 7-9 $1.75, 10-12 $1.75/out-of-State: K-2 $3.50, 3-6 $3.50, 7-9 $3.50, 10-12 $3.50.

ABSTRACT:

Designed to help teachers infuse career education into existing curricula through activity based instruction, Project GROW's activity cards (sets-K-2, 3-6, 7-9, 10-12), inservice experiences, and slide/tape presentation train teachers to use and produce activity based career education instruction. The activity cards, packaged in envelope-style boxes, provide experiences for students in money management, sciences, social studies, english, health and mathematics using role-plays, simulations, group activities, educational games, projects, etc. The total GROW package contains 30 inservice training booklets, 1 director's guide, 10 sets of the game "It's Your Money," 3 separate slide/tape presentations, 4 GROW classroom activity packs, and 2 posters.

ANNOTATION:

An activity package of inservice training materials and student activity cards which help teachers infuse career education into existing curricula through activity based instruction.

(1-25)

SA-96

CALIFORNIA LEARNING SIMULATIONS

Education Programs Based on Gaming and Simulation

750 Lurline Drive · Foster City, California 94404 · (415) 349-2195

November 11, 1976

P. C. Wu. Ph. D.
The State of Florida
Career Ed. Consortium
(Kindergarten through University)
Manatee Junior College
P. O. Box 1849
Bradenton, Florida 33506

Dear Dr. Wu:

Thank you for your (undated) letter received on November 6. I just returned from the Commissioner's National Conference on Career Education, where I was a presenter and exhibited Game-Sim Series 1.

We honored by your request for information on Game-Sim Series 1 for possible inclusion in a resource guide. It happens that the state of Florida is our best customer. We have kits in most of the career education projects on your state education department's roster.

Here is the information you requested:

Game-Sim Series 1 is a packaged kit of 85 career simulations (approximately 110 classroom periods) for junior high schools and beginning senior high schools. Each simulation consists of a teacher's guide, complete with behaviorally stated learning objectives and step-by-step instructions on how to set up and run the simulation, as well as student materials which may be reproduced in the required numbers.

Game-Sim emphasizes "hands on" application of math, reading/language arts, social studies, and science as applied to earning a living. The simulations are divided into fifteen career area "clusters." In view of the diverse ways in which career education programs are organized, Game-Sim may be used in any number of ways. The program may be used in its entirety as a daily "subject"; the "clusters" may be used individually; or the individual simulations may be used in any manner the instructor sees fit. The master index indicates the skill(s) emphasized in each simulation to facilitate selection.

Unlike virtually all classroom career education materials, Game-Sim assume an <u>active</u>, not passive, learner. Students are continually occupied with discovering for themselves the value of academic skill-subjects in earning a living.

If you should need more information, please do not hesitate to call us collect. And thank you so much for your interest in our work.

Sincerely,
CALIFORNIA LEARNING SIMULATIONS

135

Encls

Robert L. Nelson, Owner

HUMAN DEVELOPMENT SERVICES
ERIC/CAPS
2108 School of Education
University of Michigan
Ann Arbor, MI 48109

"Life Career Development System (LCDS)"

The LCDS is composed of six interrelated components which together make-up a dynamic system of career development. Each element, while a useful and viable learning component in its own right, when combined with the others produces a synergistic system which maximizes participant learnings and skills. The six components may be described as follows:

1. Nine career development modules
2. Facilitator's handbook
3. Participant's journal
4. Pre-post learning measures
5. Facilitator's workshop
6. LCDS User Communication network

The modules in the system are:

1. Exploring Self
2. Determining Values
3. Setting Goals
4. Expanding Options
5. Overcoming Barriers
6. Using Information
7. Working Effectively
8. Enhancing Relationships
9. Creating Futures

Guidance Associates
757 Third Avenue, New York, New York 10017
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2-1

First Things®:
Social Studies/Guidance
(Gr. 2-5)

Compelling stories, dramatic situations, carefully paced narratives, music, full-color photography help children define and apply basic concepts of the individual, groups, interaction, conflict and cooperation. Each program contains a 12" banded LP record or a banded cassette and either two or three short filmstrips, allowing immediate classroom exploration of key ideas through activities and games centered on inductive response and inquiry.

Scenes for each filmstrip were photographed on location with young children of various ethnic and racial backgrounds.

Prepared in consultation with JOSEPH C. GRANNIS, Ph.D., Director of the Institute for Pedagogical Studies, Teachers College, Columbia University. Written by VIRGINIA SCHONE, recipient of 1969-1970 Television Academy Award for Sesame Street, a production of the Children's Television Workshop.

SAVE $12.50

First Things:
Social Studies/Guidance Series
(5 sound filmstrip programs)
Record Format 7C-300 044/$117.50
Cassette Format 7C-300 051/$117.50

You Got Mad: Are You Glad?

Herb, an observer of a group conflict, steps in and calms the hostile participants. Your students explore causes, effects and expressions of hostility, behavioral choices available in conflict situations, ways to resolve conflicts.

2 filmstrips; 1 12" LP/7C-340 909/$26.00
2 filmstrips; 1 cassette/7C-340 917/$26.00
Teacher's Guide/LC# 76-737604

Who Do You Think You Are?

On the way to school, Tony—and your students—discover the excitement of exploring and defining individual identities through personal "facts and figures, actions and feelings."

3 filmstrips; 1 12" LP/7C-320 927/$26.00
3 filmstrips; 1 cassette/7C-320 935/$26.00
Teacher's Guide/LC# 72-737603

What Do You Expect of Others?

Confronted with a new youngster eager to join their group, children discover that what you expect from people (and why) strongly influences subsequent interactions.

3 filmstrips; 1 12" LP/7C-320 885/$26.00
3 filmstrips; 1 cassette/7C-320 893/$26.00
Teacher's Guide/LC# 70-737771

Guess Who's in a Group!

Diane and her friends meet many different groups in the park. They identify criteria for defining groups, relate personal experiences to reasons why groups are formed and learn about group customs and rules.

3 filmstrips; 1 12" LP/7C-300 903/$26.00
3 filmstrips; 1 cassette/7C-300 911/$26.00
Teacher's Guide/LC# 77-737595

What Happens Between People

Moving day provides Freddy with opportunities to explore the concept of human interaction. With him, your students discover the different types of interaction (physical, verbal, etc.) and the various objectives of interaction.

2 filmstrips; 1 12" LP/7C-320 901/$26.00
2 filmstrips; 1 cassette/7C-320 919/$26.00
Teacher's Guide/LC# 74-737712

Guidance Associates

757 Third Avenue,
New York, N.Y. 10017

Discovering Your Personality
(Gr. 5-9)

A series designed to stimulate candid group response; help students explore their own (and others') emotions, values and goals; deepen understanding of relationships with family and peers; help each child build awareness of his or her own potential for achievement and personality growth.

Discovering Your Personality:
Exploring Your Feelings

Part I. Narration and dramatic vignettes portray emotions related to puberty, disguised anxieties, envy of friends, ways of expressing anger, the need to "talk out" emotions. Part II. Youngsters examine hostility, vulnerability, manipulative behavior and empathic responses in a group-game situation.

2 filmstrips; 2 12" LPs/7C-300 945/$48.50
2 filmstrips; 2 cassettes/7C-300 952/$48.50
Discussion Guide/LC# 74-732832

Discovering Your Personality:
Belonging to a Group

Part I. Lively vignettes portray family and peer-group interactions, rewards for group sharing, helping, creative cooperation, problems of group pressure, rejection. Part II. Your students join neighborhood kids working as a group to create a backyard carnival; built-in discussion breaks target discussion relating to group interaction and the role of each character.

2 filmstrips; 2 12" LPs/7C-300 960/$48.50
2 filmstrips; 2 cassettes/7C-300 978/$48.50
Discussion Guide/LC# 74-732867

Discovering Your Personality:
Who Are You?

Part I introduces four very different peer models; demonstrates how family, school and other interactions shape their self-images. Part II. The four children talk about their family relationships, their ambitions, fears, joys. Built-in discussion breaks invite youngsters to discuss each peer model's personality and potential.

2 filmstrips; 2 12" LPs/7C-300 929/$48.50
2 filmstrips; 2 cassettes/7C-300 937/$48.50
Discussion Guide/LC# 74-732833

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Career Discoveries (Gr. 5-9)

The Career Discoveries series was created to give your students a taste of the richly diverse world of work, and particularly, to give them insight into why people enjoy specific types of work. The series is for use in grades 5-9, a period of transition from career awareness in the early grades to the stage of tentative career exploration.

Career decision is not the goal. Interviewees and occupations were selected to encourage your pupils' career awareness and motivate them to seek one day careers to which they, too, can relate positively. It is hoped that discussion following each program will center on how each of the individuals interviewed found a vocational outlet consistent with his or her total being.

The educational objectives are:

1 *To establish that career choice is an expression of one's own personality factors and interests.*

2 *To elicit positive and negative reactions to a variety of career areas as an experience in relating to work at an emotional level.*

3 *To demonstrate the richness and variety of career choices.*

4 *To demonstrate that people can relate positively to their work regardless of educational level.*

5 *To present the idea that work and lifestyle are inextricably intertwined.*

Each of the six programs represents a job cluster, identified by the basic motivational interests of the interviewees. Each program contains four separate filmstrips and four records. The first filmstrip is an Overview of the job interest cluster. The remaining three filmstrips each contain an interview with a person from the cluster, photographed and speaking on the job.

People Who Make Things

Award of Recognition
National Vocational Guidance Association

A male and female construction worker describe their roles in assembling DC 10 airplanes; a chef demonstrates his way of preparing fine food; a model builder shows how he builds an entire city to scale. Interviews focus on pride of craft, the satisfaction of making useful things, the pleasure many people gain from creating with their hands.

4 filmstrips; 4 10" LPs/7C-301 786/$59.50
4 filmstrips; 4 cassettes/7C-301 794/$59.50
Discussion Guide/LC# 73-733493

People Who Influence Others

Introduces a model and cosmetics demonstrator who talks about selling products she believes in; an advertising executive who's working on her public service campaign for a city zoo; a county agent who invites students to a dairy farm where he helps farmers improve their farming methods. Program emphasizes qualities of gregariousness, self-confidence, sensitivity, empathy, leadership.

4 filmstrips; 4 10" LPs/7C-301 869/$59.50
4 filmstrips; 4 cassettes/7C-301 877/$59.50
Discussion Guide/LC# 73-733194

People Who Work in Science

Silver Screen Award
U.S. Industrial Film Festival

An ocean-life scientist explains his experimental work with sea lions, whales, and porpoises; a crime-lab technician gives students a tour of police lab facilities, demonstrates her own job in chemical analysis; a recording engineer invites children to sit in on the sound production of a TV commercial. Segments stress curiosity, inquiry, precision, devotion to scientific method.

4 filmstrips; 4 10" LPs/7C-301 598/$59.50
4 filmstrips; 4 cassettes/7C-301 596/$59.50
Discussion Guide/LC# 72-734641

People Who Create Art

A puppeteer/actress/costume designer/seamstress shows how it is backstage and out front; a young drummer plays, teaches, composes and tells why music is his life; an industrial designer explains the challenge of making a playground both fun *and* a learning experience. Program attempts to define the nature of talent, inner direction, desire to communicate as they motivate musicians, sculptors, painters, writers, artisans, designers.

4 filmstrips; 4 10" LPs/7C-301 844/$59.50
4 filmstrips; 4 cassettes/7C-301 851/$59.50
Discussion Guide/LC# 73-732663

People Who Help Others

Students meet a community organizer who has helped a small Mississippi town unify itself to work for a new water system; a day-care worker who discusses her feelings of pride and responsibility; a physical therapist who describes her skills, her work at a children's hospital; career profiles emphasize commitment, compassion, empathy; suggest the intangible rewards of careers that serve others.

4 filmstrips; 4 10" LPs/7C-301 687/$59.50
4 filmstrips; 4 cassettes/7C-301 695/$59.50
Discussion Guide/LC# 72-734942

People Who Organize Facts

A sports editor communicates his own fascination with facts and figures; an automotive researcher shows how he finds the facts he needs to restore antique cars with loving accuracy; a packaging forewoman in a bakery tells how she organizes the facts of a vast production line to keep cookies and crackers on supermarket shelves. Program shows how our society depends on information; surveys information-centered careers and relates them to gifts for detail, organization, problem solving.

4 filmstrips; 4 10" LPs/7C-301 828/$59.50
4 filmstrips; 4 cassettes/7C-301 836/$59.50
Discussion Guide/LC# 73-732682

Career-Education and Career-Guidance Systems

The *Valuing* Approach to CAREER EDUCATION

Included are a K-2 system, a 3-5 system, and three complete sets of instructional materials for grades 6-8.

The Valuing Approach to CAREER EDUCATION is one of the few programs now available that is affectively based. It presents valuing as a pervasive process interwoven throughout activities designed to develop vital career-education concepts and specific thinking skills within the student. The system is designed to be taught as an integral part of existing curriculum, and subject-matter correlations are provided for each lesson. Also included in each lesson are suggested resources, classroom activities and assignments, and a list of questions designed to encourage the students to react affectively to the information presented. Their reactions serve as the basis for the values-clarification process.

Each Facilitator's Guide includes a description of the system and its components and a detailed strategies section for implementing the program in the classroom.

CAREER-EDUCATION CONCEPTS

I. People work to satisfy many needs.
II. Many work roles may satisfy a person's needs and interests.
III. Everyone makes career decisions.
IV. Career development is a lifelong process.
V. A person's work role is influenced by his environment.
VI. People are unique and should not be stereotyped according to their occupations.
VII. Worker roles are interdependent.
VIII. The status of an occupation should not indicate its worth to society.
IX. Technology brings about change in our society.
X. Work roles for some may be leisure-time activities for others.

SPECIFIC THINKING SKILLS

- OBSERVING AND REPORTING
- MAKING COMPARISONS
- CLASSIFYING
- EXPLAINING
- SUMMARIZING
- INTERPRETING
- CONCLUDING
- GENERATING HYPOTHESES
- GENERALIZING
- PROBLEM-SOLVING
- IMAGINING
- GENERATING ALTERNATIVES

VALUING SKILLS

Identifying values — determining what is important to others that causes them to believe, to behave, and to choose as they do.

Clarifying values — determining what is important to me and what motivates me to act.

Managing conflicting values — carefully weighing alternatives and choosing which is *most* important.

Developing empathy — understanding how another feels and affording him respect for the dignity and worth of his feelings.

Concepts in *The Valuing Approach to CAREER EDUCATION* are presented through a multimedia teaching-learning format incorporating a wide range of instructional aids designed to catch the interest and imagination of the student. Utilized throughout the system are sound color filmstrips; innovative, fast-paced games; audio cassettes with read-along storybooks; spirit master work sheets; and other specially printed materials. Each Facilitator's Guide integrates all series components into a criterion-referenced, performance-based system containing valuing rationale, management data, measurement and evaluation processes and detailed lesson plans.

EDUCATION ACHIEVEMENT CORPORATION®

P.O. BOX 7310 WACO, TEXAS 76710

(2-5)

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"Career Clusters and the World of Work"

Includes filmstrip, cassette, and guide. Introduces the fifteen career clusters to students.

Scholastic Book Services
904 Sylvan Avenue, Englewood Cliffs, N.J. 07632

(2-6)

for grades 7-10
Discovery

A broad introd ıction to working people and the role of personality and temperament in making career decisions.

Students meet 49 young workers, and see them on the job. Every interview is real. Together, they add up to the most far-reaching career survey ever attempted in a school program. Then, working in their individual Logbooks, students evaluate each job in terms of their own values and goals: How would I feel doing something like that? What do I want out of life? Just what are my own strengths and weaknesses?

Interviews cover all career fields in the HEW Career Cluster framework.

8 sound/filmstrips, 30 Student Logbooks, Teaching Guide

3596 (records)
3597 (cassettes) **$169.50**

CATALOG NUMBER 7-5

eye gate QUICKSTRIPS

SA-104

A PREVIEW SERIES FOR

ABC'S OF GETTING AND KEEPING A JOB

•T•

A complete set of 8 color filmstrips with 4 cassettes or 4 records and teacher's manual.

2-7

This QUICKSTRIP is a printed filmstrip. Each page was printed directly from the actual filmstrip on one page. Although this is printed in black and white THE ACTUAL FILMSTRIP IS IN BEAUTIFUL COLOR. The color quality of each filmstrip is guaranteed.
This is a fast, easy way for you to preview and evaluate. Every frame of each filmstrip is shown for the CAPTIONED FILMSTRIPS. For the eye gate SOUND FILMSTRIPS (recorded narration) only a PORTION of the filmstrip is shown because of space limitations. Enough is shown to give you an accurate evaluation. Remember: The actual filmstrip is in COLOR.

Filmstrip Titles:

7-5-A	THE ABC'S OF GETTING AND KEEPING A JOB
7-5-B	PREPARING FOR THE JOB YOU WANT
7-5-C	APPLYING FOR THE JOB YOU WANT
7-5-D	ON THE JOB
7-5-E	BUDGETING YOUR MONEY
7-5-F	LABOR UNIONS
7-5-G	HEALTH RULES TO FOLLOW
7-5-H	QUIZSTRIP

Summary:

This series of 8 Filmstrips is designed to help the guidance counselor or classroom teacher give actual aid to the student who is struggling to find his place in the world of work.

Supplements such subjects as vocational guidance, occupational education, basic adult education and social studies.

Here you will find guidance for job preparation and application for the job. Other information related to tax exemption forms, budgeting of money, labor unions and office practice is presented. The extensive manual and the last filmstrip in the series include the quiz to make the learning complete. (J/S)

Prices:

TF 7-5: Complete set of 8 color filmstrips with 4 cassettes and teacher's manual ..... See Our
DF 7-5: Complete set of 8 color filmstrips with 4 records and teacher's manual 1977
Individual Filmstrip ..... CATALOG
Individual Cassette ..... For Current
Individual Record ..... Prices

Library Cataloging Card Kits are FREE, if ordered with Filmstrips

ORDER FROM **eye gate house,** 146-01 ARCHER AVE., JAMAICA, N. Y. 11435

AFTER PREVIEWING YOUR SELECTION OF QUICKSTRIPS, USE THIS ORDER FORM TO PURCHASE THE ACTUAL FULL-COLOR **eye gate FILMSTRIPS.**

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City_____ State_____ Zip_____	City_____ State_____ Zip_____

Catalog Number_____ Title Price

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eye gate

146-01 ARCHER AVENUE, JAMAICA, N. Y. 11435

(2-8) "The Financial Marketplace Series"

Use this set in fundamentals of economics study. Introduces the student to various financial institutions in our economy; shows the student the different forms a business may take; and gives the student an understanding of the different methods a business may use to raise and apply capital. The titles in this series are:

"Institutions We Deal With"
"The Different Forms of Business"
"Going Into Business"
"What Is the Stock Market?"
"How Does the Stock Market Work?"
"What It Means to You"

(2-9) "Introduction to Economics Series"

This set of six color filmstrips develops a sound basis and introduction to what an economy is and how it operates. It includes descriptions of barter, gold standard, representational money, circulation of money, balance of trade, the economy of a case study continuity, consumer pressures and economy, federal checks and balances in an economy, taxation and an international economy. The set is designed as an introduction, but is exceptionally thorough and clear. The guide for each filmstrip follows the "end" frame. There is an audio guide at the end of the recordings. Titles in the series are:

"What Is an Economy?"
"What Is Money?"
"What We Buy and Sell"
"The Economy of the Community"
"We Are the Economy"
"Financing a Country"

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146-01 ARCHER AVENUE, JAMAICA, N. Y. 11435

2-10

"It's Your Future Series"

This series offers constructive guidance in helping students avoid two of the most worrisome pitfalls: 1. indifference regarding the importance of an education; 2. faulty methods of study. It also motivates interest among class members most inclined to be indifferent and unappreciative (a timely documentary almost certain to provoke awareness and personal responsibility.) Written by B.F. Wetzel of Allentown College, Pa., an authority on the subject with 25 years of seasoned high school teaching experience. Titles in series are:

"A Look at the Future"
"In Training"
"Seeing the Whole Picture"
"Know-How and Your Future"

2-11

"Finding Your Job Series"

How do you find a job? How do you find out what else is available? How do you write a resume? How do you conduct yourself in a job interview? When do you look for another job?

The set realistically discusses and demonstrates for the student each of these points. The guide for each filmstrip follows the "end" frame. The titles in this series are:

"Working for Someone Else"
"What Can You Do?"
"Job Shopping"
"The Job Interview"
"Getting a Better Job"
"Finding a Career"

SCOTT EDUCATION DIVISION
5 LOWER WESTFIELD ROAD
HOLYOKE, MA 01040

(2-12)

"Touchdowns and $$$$: The New Athlete"

Includes 2 filmstrips, color, 35 mm (avg. 90 frames), and 2 records, 33-1/3 rpm; teacher's guide.

The last decade saw an unprecedented growth in all aspects of professional athletics, especially football. Is this an indication of our present character? This Special Report examines the myths growing up around profe-sional athletes and discusses the effects of the media on sports in general. It investigates the "big business" aspects of modern athletics and takes a look at the professional athlete in his new role as a sophisticated business man. A teacher's guide is included.

(2-13)

"Alienation and Mass Society"

Includes 2 filstrips, color, 35 mm (avg. 90 frames), and 2 records, 33-1/3 rpm; teacher's guide.

Alienation is a word that is used a good deal to explain crime, drug addiction, revolution, mental illness and gastric upset. But what is alienation and what does it mean to be or to feel alienated in society? By coming to recognize alienation as an endemic complaint of our mass society, the student may begin to understand his own feelings of malaise.

SCOTT EDUCATION DIVISION
5 LOWER WESTFIELD ROAD
HOLYOKE, MA 01040

(2-14)

"Changing Role of Women"

Includes 2 filmstrips, color, 35 mm (avg. 90 frames), and 2 records, 33-1/3 rpm; teacher's guide.

Women compromise a majority, yet some contend they are treated as a minority group. In this Special Report, leading feminists point to freedom, equality of opportunity and self-identity as the "sine qua non" of the women of the seventies. As a backdrop for these modern trends and aspirations, the historic struggle of women in seeking to overcome their stereotyped image is reviewed. The impact of modern women on the world of today and the future is also examined

(2-15)

"Safety at Work"

10 Sound Filmstrips, color, 35 mm (avg. 56 frames), and 10 records, 33-1/3 rpm; instructor's guide.

The student learns the most important aspects of school shop safety. Individual responsibility, correct handling of equipment, protective measures and first aid techniques are emphasized. The titles in this series are:

"On Guard"
"The Safe Program"
"Practicing Safety"
"Protecting Your Eyes"
"Using Hand and Bench Tools"
"Operating Power Machines"
"Preparing for Emergencies"
"Wounds-Sprains-Fractures"
"Shock-Fainting-Burns-Eye Emergencies"
"Artificial Respiration"

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(2-16)

"Keys - Career Exploration"

Includes 10 filmstrips, accompanying cassettes, comprehensive guide, and Career Guidance manual.

The program is designed to introduce today's world of work and encourage career exploration. First filmstrip introduces ten job families of occupations based on interests. KEYS uses the same interest areas measured by the Kuder E Interest Inventory: outdoor, mechanical, scientific, computational, persuasive, artistic, literary, musical, social service, and clerical. There's also a discussion of inventory scores for Kuder E users. The nine other filmstrips show actual on-the-job interviews, all carefully selected to demonstrate the variety of careers in each family at different education levels. The titles in this series are:

"Overview"
"Outdoor Interest"
"Mechanical Interest"
"Computational Interest"
"Scientific Interest"
"Persuasive Interest"
"Artistic & Musical Interests"
"Literary Interest"
"Social Service Interest"
"Clerical Interest"

Guidance Associates
757 Third Avenue, New York, New York 10017
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2-17

The Adolescent Experience
(Gr. 9-12)

The Adolescent Experience Series will help students gain a balanced understanding of processes and influences that shape individual identity. Each unit builds insight into a crucial aspect of daily life and life planning: stimulates lively discussion of personal values, emotions, beliefs, goals and interpersonal relations. Most important, the entire series creates awareness of how these factors interact continually with each other--and with family, community, cultural and psychological environments.

Consultant: SAMUEL WAGONFELD, M.D., Director, Division of Child Psychiatry, University of Colorado Medical Center and Assistant Professor of Psychiatry at the Center.

SAVE $31.50

Adolescent Experience Series
(6 sound filmstrip programs)
Record Format 7C-103 620/$259.50
Cassette Format 7C-103 638/$259.50

The Adolescent Experience: Shaping Identity

Peers relate the many-faceted concept of identity to their own lives; discuss self-image, individuality, integrity, satisfaction, goal setting, processes of self-examination. With excerpts from cummings, Hayakawa, Hesse, Maugham.

2 filmstrips; 2 12" LPs/7C-103 141/$48.50
2 filmstrips; 2 cassettes/7C-103 158/$48.50
Discussion Guide/LC# 73-733117

The Adolescent Experience: Interpersonal Relationships

A gripping one-act play dramatizes generational conflict within a basically sound family. (Cynthia, accused of stealing, resents lack of support from her parents.) Actors, director and author then discuss the play; articulate carefully structured insights into parents' problems, options open to youngsters finding their independence.

2 filmstrips; 2 12" LPs/7C-102 408/$48.50
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Discussion Guide/LC# 73-733116

The Adolescent Experience: Understanding Emotions

Explores psychological, physical and motivational aspects of emotion; explains how emotional responses are learned; discusses coping effectively with emotions, especially those associated with adolescent stress. Sparks talk about emotional maturity—what it is, how it is achieved.

2 filmstrips; 2 12" LPs/7C-103 182/$48.50
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Discussion Guide/LC# 73-734646

The Adolescent Experience: Setting Goals

Suggests key criteria for moving toward major commitments: awareness of potential, insight into motivations, readiness for active choice. Invites students to evaluate decisions made by: Jeff, a college dropout; Alice, a student majoring in music; Steve, an athlete tempted by a scholarship; and Kathy, a working girl.

2 filmstrips; 2 12" LPs/7C-103 166/$48.50
2 filmstrips; 2 cassettes/7C-103 174/$48.50
Discussion Guide/LC# 73-733792

The Adolescent Experience: Developing Values

Open-ended dramatization stimulates group involvement in decisions that reflect conflicting values. Program traces key values-forming experiences in relation to the home, peer interactions, religious background, school life. Examines the processes through which individuals develop personal convictions.

2 filmstrips; 2 12" LPs/7C-102 368/$48.50
2 filmstrips; 2 cassettes/7C-102 374/$48.50
Discussion Guide/LC# 73-733798

The Adolescent Experience: Forming Beliefs

Introduces students to ways of asking questions and forming beliefs—through myths, religion, philosophy and science; invites students to discover the interrelatedness of personal growth and universal questions.

2 filmstrips; 2 12" LPs/7C-102 382/$48.50
2 filmstrips; 2 cassettes/7C-102 390/$48.50
Discussion Guide/LC# 73-735659

END OF THE ADOLESCENT EXPERIENCE SERIES

Guidance Associates
757 Third Avenue, New York, New York 10017
A Subsidiary of Harcourt Brace Jovanovich, Inc

2-18

Adolescent Conflicts (Gr. 9-12)

Designed to help young people discuss, understand, and cope with common emotional and values-related problems.

Part I of each program features an original dramatic presentation, which builds a situation young people identify with immediately; dramatizes a conflict that actively involves their sympathy and judgment; leads to an unresolved ending that triggers immediate follow-up comment.

Part II of each program features a carefully structured cast discussion led by Dr. Martin Mintz. The actors explore characters, motivations, interactions. Their talk crackles with conflicting viewpoints, strong and honest feelings. Each 3-to-4-minute discussion segment provides insight into a specific problem. And each stop-banded segment concludes with a probing question printed on the screen to help you target follow-up group dialogue.

Consultant: MARTIN MINTZ, Ph.D., clinical psychologist specializing in adolescent and child psychology; Chief Consulting Psychologist, Abbot House child care agency for dependent and neglected children; formerly, instructor in Psychiatry (Psychology) Albert Einstein College of Medicine; formerly, consultant to the developmental evaluation clinic—Department of Pediatrics and Psychiatry, Grasslands Hospital, N.Y.

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Adolescent Conflicts:
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Part I. Drew's pal, Ed, forgot to pick up a key basketball player for an important away game. But Ed lies and blames the team manager for this mistake and demands that Drew support him in the lie. Drew must either: a) tell the truth, see his friend punished by an exasperated coach and face ostracism by his friends; or b) lie for Ed and see the blameless manager kicked off the team. Part II. Built-in discussion breaks provoke lively group debate about loyalty, conscience, group pressure, what *your* young people would do in Drew's place, possible effects of such dishonesty on the "co-conspirators" themselves.

2 filmstrips; 2 12" LPs/7C-102 846/$48.50
2 filmstrips; 2 cassettes/7C-102 853/$48.50
Discussion Guide/LC# 74-732829

Adolescent Conflicts:
Dealing with Anger

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Part I. Treated unfairly by her driving-test examiner, Sue loses herself in: a) a rage-retaliation fantasy; b) a self-denigrating fantasy; c) a rage-displacement fantasy aimed at her boyfriend. Part II. Built-in discussion breaks examine functions of "primary process" and "secondary process" fantasies; the tendency to use friends and others as scapegoats.

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2 filmstrips; 2 cassettes/7C-102 879/$48.50
Discussion Guide/LC# 74-732828

Adolescent Conflicts:
Seeking Independence

Part I. Don overcomes his parents' manipulative tactics to win a family argument; then unknowingly applies similar tactics in trying to influence his girlfriend's vacation plans. Part II. Built-in discussion breaks probe the need to rebel against control; the related need to control others; ways to explore one's own motivations.

2 filmstrips; 2 12" LPs/7C-102 887/$48.50
2 filmstrips; 2 cassettes/7C-102 895/$48.50
Discussion Guide/LC# 74-732966

Adolescent Conflicts:
Coping With Competition

Three dramatic scenes explore positive and negative aspects of competitive behavior; examine competitive values in conflict with fairness, cooperative impulses, individuality. Printed questions follow each scene. Final cast discussion relates competition to various personal, social and family factors.

2 filmstrips; 2 12" LPs/7C-102 903/$48.50
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Discussion Guide/LC# 74-732967

Adolescent Conflicts:
Coping with Jealousy

Part I. When Ellen accepts a ride from the school athlete, she and Bob must re-evaluate both the advantages and the limitations of their exclusive relationship. Part II. Built-in discussion breaks probe reasons for jealousy; contrast game-playing with honest communication; deal with possessiveness, insecurity, the need for closeness.

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Discussion Guide/LC# 74-733694

END OF THE ADOLESCENT CONFLICTS SERIES

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